State of Arizona
Department of Education
Request For Proposal
Cover Page

Arizona Department of Education
Procurement Section/3rd Floor
1535 W. Jefferson Street, Bin 37
Phoenix, AZ 85007
Phone: (602) 364-2517
Fax: (602) 364-0598

The Undersigned hereby offers and agrees to furnish the materials, service(s) or construction in compliance with all the terms, conditions, specifications and amendments in the solicitation.

The Undersigned certifies that the offeror does not have scrutinized business operations in either the Sudan (A.R.S. 35-391) or Iran (A.R.S. 35-393).

The Undersigned certifies that the Offeror is not suspended or excluded from any Federal or State Government program for any reason.

Scholastic Inc.
Company Name

Beth Polcari
Name of Person Authorized to Sign Offer

557 Broadway
Street Address

Sr-VP, Finance
Title of Authorized Person

New York   NY   10012
City   State   Zip Code

Beth Polcari   July 9, 2010
Signature of Authorized Person   Date of Offer

Telephone Number: 800.342.5331   Facsimile Number: 818.610.7474

Offeror's Arizona Transaction (Sales) Privilege Tax License Number: 07455836-V

Offeror's Federal Employer Identification Number: 13-1824190

Acknowledgement of Amendment(s):
*(Offeror acknowledges receipt of amend-
ment(s) to the Solicitation for Offers and
related documents numbered and dated*

Amendment No.	Date
1	
2	

Amendment No.	Date
	6/17/10
	6/17/10

ACCEPTANCE OF OFFER AND CONTRACT AWARD
(For State of Arizona Use Only)

Your Offer, dated 7/9/2010, is hereby accepted as described in the Notice of Award. You are now bound to perform based upon the solicitation and your Offer, as accepted by the State.

This Contract shall henceforth be referred to as Contract Number **ED10-0039-** 29 .

You are hereby cautioned not to commence any billable work or provide any material, service or construction under this contract until you receive an executed purchase order, contract release document, or written notice to proceed, if applicable.

State of Arizona

Awarded this 1st day of September 2010

Douglas C. Peeples, MBA, CPPB, CPCM
Chief Procurement Officer

ADE FORM 601a Apr10)

SECTION 2
SPECIAL TERMS AND CONDITIONS

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. RFP NO. ED10-0039

B.   All transition activities will be coordinated by ADE's or entity's authorized representative(s). A transition plan will be developed in conjunction with the outgoing Contractor to assist the new Contractor and/or ADE staff to implement the transfer of duties.

C.   ADE or entity reserves the right to determine which projects nearing completion will remain with the outgoing Contractor.

15.   **Report Standards.**   Reports or written materials prepared by the Contractor in response to the requirements of this Contract shall be thoroughly researched for accuracy of content, shall be grammatically correct and not contain spelling errors, shall be submitted in a format approved in advance by the Procurement Officer, and shall be submitted in draft form for advance review and comment by the Procurement Officer, if necessary or specified. The cost of correcting grammatical errors, correcting report data, or other revisions required to bring the report or written material into compliance with the Contract requirements shall be borne by the Contractor.

16.   **Offshore Performance of Work Prohibited.** Due to security and identity protection concerns, direct services under this contract shall be performed within the borders of the United States. Any services that are described in the specifications or scope of work that directly serve the State of Arizona or its clients and may involve access to secure or sensitive data or personal client data or development or modification of software for the State shall be performed within the borders of the United States. Unless specifically stated otherwise in the specifications, this definition does not apply to indirect or "overhead" services, redundant back-up services or services that are incidental to the performance of the contract. This provision applies to work performed by subcontractors at all tiers. Offerors shall declare all anticipated offshore services in the proposal.

17.   **Compliance Requirements for A.R.S. § 41-4401, Government Procurement: E-Verify Requirement.** The contractor warrants compliance with all Federal immigration laws and regulations relating to employees and warrants its compliance with Section A.R.S. § 23-214, Subsection A. (That subsection reads: "After December 31, 2007, every employer, after hiring an employee, shall verify the employment eligibility of the employee through the E-Verify program.) A breach of a warranty regarding compliance with immigration laws and regulations shall be deemed a material breach of the contract and the contractor may be subject to penalties up to and including termination of the contract. Failure to comply with a State audit process to randomly verify the employment records of contractors and subcontractors shall be deemed a material breach of the contract and the contractor may be subject to penalties up to and including termination of the contract. The State Agency or entity retains the legal right to inspect the papers of any employee who works on the contract to ensure that the contractor or subcontractor is complying with this warranty.

18.   **Payments.** The Contractor shall submit invoices as specified by the requiring entity.

19.   **Contract Administration**

A.   Address to which Contractor payment(s) should be mailed, if different than that listed on the Offer and Award Form.

Scholastic Inc.
_____
(Company Name)

P.O. Box 7502
_____
(Street Address)

Jefferson City, MO 65102
_____
(City & State)   (Zip Code)

SECTION 2
SPECIAL TERMS AND CONDITIONS

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. RFP NO. ED10-0039

B.   Contractor representative to contact for contract administration purposes:

Mark Moyer, Regional Vice President, West Region
(Name and Title)
21860 Burbank Blvd., #110
(Street Address)
Woodland Hills, CA 91367
(City & State)   (Zip Code)
Ph: 800.342.5331 / Fax: 818.610.7474
(Telephone & Facsimile Numbers)
mmoyer@scholastic.com
(E-Mail Address)

C.   The ADE representative to contact for technical or programmatic matters concerning contract performance (NOTE: this person is not authorized to direct contractor performance or make changes in contract requirements.)

John Black
Director of School Improvement
400 W Congress Street
Tucson, Arizona 85701
John.Black@azed.gov

D.   All contract administration matters will be managed by the Procurement Office. All correspondence concerning this contract shall be directed to:

Contracts Management Unit
1535 West Jefferson Street #37C
Phoenix, Arizona 85007
Phone: (602) 364-2517
Fax: (602) 542-4056
E-Mail: procurementinbox@azed.gov

15

OFFEROR'S CHECKLIST
SOLICITATION No. ED10-0039

Instructions: Offerors must submit the items listed below. In the column titled "Offeror's Page #", the Offeror must enter the appropriate page number(s) from its Proposal where the ADE evaluators may find the Offeror's response to that requirement.

Required Item	Solicitation Reference:	Offeror's Proposal Page #:
1. Offer and Award Form Signed	Page 1	Page 1 - Front of Binder
2. Contract Administration	Section 2. ¶¶ 19.A & 19.B	Pages 3-4 - Front of Binder
3. Offeror's Response to Request for Proposal	Attachment 6.1	TAB 2 - Pages 1 - 74
4. Offeror's References	Attachment 6.2	TAB 3 - Pages 1 - 4
5. Offeror's Organization	Attachment 6.3	TAB 4 - Pages 1 - 5
6. Offeror's Personnel Qualifications	Attachment 6.4	TAB 5 - Pages 1 - 30
7. Offeror's Financial Disclosure Statement deleted	Attachment 6.5	TAB 6 - Pages 1 - Annual Report
8. Sole Proprietor Certificate Waiver (if necessary)	Attachment 6.6	TAB 7 - Page 1 - N/A
9. State of Arizona Substitute W-9 Form Deleted	Attachment 6.7	TAB 8 - Page 1
10. Offeror's Checklist	Attachment 6.8	TAB 9 - Page 1

Additional RFP information/responses have been inserted into the proposal as follows:
- Elements 1 - 6: TAB 1 - Pages 1-8
- Exceptions: Page 2 - Front of Binder
- Amendment Acknowledgment #1: Page 5 - Front of Binder
- Amendment Acknowledgment #2: Page 6 - Front of Binder

Margery Mayer
President
Scholastic Education
(212) 965-7990
(212) 965-7991 Fax
mmayer@scholastic.com

August 31, 2010

Mr. Doug Peeples
ADE Chief Procurement Officer
Procurement Department
Arizona Department of Education
1535 W. Jefferson (3rd Floor)
Phoenix, AZ 85007

Re: Arizona Dept of Education RFP # ED10-0039

Dear Mr. Peeples:

I am writing in reference to the proposal submitted by Scholastic Inc. ("Scholastic") on July 9, 2010 in connection with the Arizona Department of Education RFP # ED10-0039. Scholastic hereby retracts its request for exceptions to the terms and conditions as stated in the Scholastic proposal.

In lieu of the exceptions, we request that the following language be added to the Uniform Terms and Conditions. The purpose of this language is simply to clarify Scholastic and the State's intent regarding ownership of the Scholastic software, which is off-the-shelf.

> The parties agree that Sections 3G and 3H of the Uniform Terms and Conditions shall not apply to any and all Contractor software (including updates and upgrades), documentation, and services and training materials (collectively, the "Contractor Materials") provided to State hereunder that is also licensed or provided to Contractor's other customers. The Contractor Materials are not created as work-for-hire, and all right, title and interest in and to the Contractor Materials shall remain with Contractor. Contractor grants to the State a perpetual, personal, nonexclusive license to use the Contractor Materials for its own non-commercial, incidental use as contemplated in the Uniform Terms and Conditions. All data provided to Contractor by the State shall at all times remain the property of the State.

Thank you very much for your attention to this matter.

Sincerely,

Margery Mayer
President, Scholastic Education

ARIZONA DEPARTMENT OF EDUCATION

Procurement Section / 3rd Floor
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

RFP ED10-0039

~ SCHOOL IMPROVEMENT DISTRICT TURNAROUND PROVIDERS
ALTERNATE OPERATIONS PLAN INTERVENTIONS,
SCHOOL RESTART AND EXTERNAL PROVIDERS ~

Due Date: Thursday, July 15, 2010 @ 3:00 pm (MST)

Submitted by:
SCHOLASTIC INC.

ORIGINAL

M SCHOLASTIC

SCHOLASTIC

CREDO

Scholastic produces educational materials to assist and inspire students:

- To cultivate their minds to utmost capacity
- To become familiar with our cultural heritage
- To strive for excellence in creative expression in all fields of learning, literature, and art
- To seek effective ways to live a satisfying life
- To enlarge students' concern for and understanding of today's world
- To help build a society free of prejudice and hate, and dedicated to the highest quality of life in community and nation

We strive to present the clearest explanation of current affairs and contemporary thought, and to encourage literary appreciation and expression consistent with the understanding and interests of young people at all levels of learning.

We believe in:

- The worth and dignity of each individual
- Respect for the diverse groups in our multicultural society
- The right of each individual to live in a wholesome environment, and equally, the personal responsibility of each individual to help gain and preserve a decent and healthful environment, beginning with informed care of one's own body and mind
- High moral and spiritual values
- The democratic way of life, with basic liberties — and responsibilities — for everyone
- Constitutional, representative government, and even-handed justice that maintains equality of rights for all people
- Responsible competitive enterprise and responsible labor, with opportunities for all
- Cooperation and understanding among all people for the peace of the world

We pledge ourselves to uphold the basic freedoms of all individuals; we are unalterably opposed to any system of government or society that denies these freedoms. We oppose discrimination of any kind on the basis of race, creed, color, sex, age, or national origin. Good citizens may honestly differ on important public questions. We believe that all sides of the issues of our times should be fairly discussed — with deep respect for facts and logical thinking — in classroom magazines, books, and other educational materials used in schools and homes.

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SCHOLASTIC

CREDO

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Scholastic Inc.
Company Name

Beth Polcari
Name of Person Authorized to Sign Offer

557 Broadway
Street Address

Sr-VP, Finance
Title of Authorized Person

New York   NY   10012
City   State   Zip Code

Beth Polcari   *July 9, 2010*
Signature of Authorized Person   Date of Offer

Telephone Number: 800.342.5331

Facsimile Number: 818.610.7474

Offeror's Arizona Transaction (Sales) Privilege Tax License Number: *07455836-V*

Offeror's Federal Employer Identification Number: *13-1824190*

Acknowledgement of Amendment(s):
(Offeror acknowledges receipt of amendment(s) to the Solicitation for Offers and related documents numbered and dated

Amendment No.	Date		Amendment No.	Date
1				6/17/10
2				6/17/10

ACCEPTANCE OF OFFER AND CONTRACT AWARD
(For State of Arizona Use Only)

Your Offer, dated _____, is hereby accepted as described in the Notice of Award. You are now bound to perform based upon the solicitation and your Offer, as accepted by the State.

This Contract shall henceforth be referred to as Contract Number **ED10-0039-_____**.

You are hereby cautioned not to commence any billable work or provide any material, service or construction under this contract until you receive an executed purchase order, contract release document, or written notice to proceed, if applicable.

State of Arizona

Awarded this _____ day of _____

_____
Douglas C. Peeples, MBA, CPPB, CPCM
Chief Procurement Officer

SECTION 2
SPECIAL TERMS AND CONDITIONS

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. RFP NO. ED10-0039

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A.   Address to which Contractor payment(s) should be mailed, if different than that listed on the Offer and Award Form.

Scholastic Inc.
_____
(Company Name)
P.O. Box 7502
_____
(Street Address)
Jefferson City, MO 65102
_____
(City & State)   (Zip Code)

SECTION 2
SPECIAL TERMS AND CONDITIONS

ARIZONA DEPARTMENT OF EDUCATION
Procurement Section
1535 West Jefferson Street, Bin #37
Phoenix, Arizona 85007

SOLICITATION NO. RFP NO. ED10-0039

B.   Contractor representative to contact for contract administration purposes:

<div align="center">

Mark Moyer, Regional Vice President, West Region
(Name and Title)
21860 Burbank Blvd., #110
(Street Address)
Woodland Hills, CA 91367
(City & State)   (Zip Code)
Ph: 800.342.5331 / Fax: 818.610.7474
(Telephone & Facsimile Numbers)
mmoyer@scholastic.com
(E-Mail Address)

</div>

C.   The ADE representative to contact for technical or programmatic matters concerning contract performance (NOTE: this person is <u>not</u> authorized to direct contractor performance or make changes in contract requirements.)

<div align="center">

John Black
Director of School Improvement
400 W Congress Street
Tucson, Arizona 85701
John.Black@azed.gov

</div>

D.   All contract administration matters will be managed by the Procurement Office. All correspondence concerning this contract shall be directed to:

<div align="center">

Contracts Management Unit
1535 West Jefferson Street #37C
Phoenix, Arizona 85007
Phone: (602) 364-2517
Fax: (602) 542-4056
E-Mail: procurementinbox@azed.gov

</div>

EXCEPTIONS

ARIZONA DEPARTMENT OF EDUCATION

RFP ED10-0039

1. **Scholastic wishes to strike the following language:**

Page 17 – Section 3: Uniform Terms and Conditions / Number 3G & 3H.

~~Property of the State. Any materials, including reports, computer programs and other deliverables, created under this Contract are the sole property of the State. The Contractor is not entitled to a patent or copyright on those materials and may not transfer the patent or copyright to anyone else. The Contractor shall not use or release these materials without the prior written consent of the State.~~

~~Ownership of Intellectual Property. Any and all intellectual property, including but not limited to copyright, invention, trademark trade name, service mark, and/or trade secrets created or conceived pursuant to or as a result of this Contract and any related subcontract ("Intellectual Property"), shall be work made for hire and the State shall be considered the creator of such Intellectual Property. The agency, department, division, board or commission of the State of Arizona requesting the issuance of this Contract shall own (for and on behalf of the State) the entire right, title and interest to the Intellectual Property throughout the world. Contractor shall notify the State, within thirty (30) days, of the creation of any Intellectual Property by it or its subcontractor(s). Contractor, on behalf of itself and any subcontractor(s), agrees to execute any and all document(s) necessary to assure ownership of the Intellectual Property vests in the State and shall take no affirmative actions that might have the effect of vesting all or part of the Intellectual Property in any entity other than the State. The Intellectual Property shall not be disclosed by Contractor or its subcontractor(s) to any entity not the State without the express written authorization of the agency, department, division, board or commission of the State of Arizona requesting the issuance of this Contract.~~

Scholastic notes the following replacement of language:

The Contractor retains all right, title and interest in and to the software licensed to the State (including all documentation and materials provided in connection with services provided by the Contractor). The Contractor grants to the State a perpetual, personal, nonexclusive license to use the software and other materials licensed to it pursuant to this Agreement for its own non-commercial, incidental use as contemplated herein. All data and other materials provided to Contractor by the State shall at all times remain the property of the State.

2. **Scholastic takes exception to the following language:**

Page 19 – Section 3: Uniform Terms and Conditions / Number 5B.

Subcontracts. The Contractor shall not enter into any Subcontract under this Contract for the performance of this Contract without the advance written approval of the Procurement Officer. The Contractor shall clearly list any proposed subcontractors and the subcontractor's proposed responsibilities. The Subcontract shall incorporate by reference the terms and conditions of this Contract.

Scholastic response:

Contractor uses independent consultants to perform Services and will make notification of such contractors per RFP requirements.

3. <u>**Scholastic wishes to strike the following language as indicated:**</u>

Page 20 – Section 3: Uniform Terms and Conditions / Number 7C.

<u>*Fitness.*</u> *The Contractor warrants that any material supplied to the State shall fully conform to all requirements of the Contract and all representations of the Contractor, and shall be fit for all purposes and uses required by the Contract.*

4. <u>**Scholastic takes exception to the following language:**</u>

Page 41 – Section 5: Uniform Instructions to Offerors / Number 3E.

<u>*Subcontracts.*</u> *Offeror shall clearly list any proposed subcontractors and the subcontractor's proposed responsibilities in the Offer.*

Scholastic response:

Contractor uses independent consultants to perform Services and will make notification of such contractors per RFP requirements.

SOLICITATION NO. ED10-0039	School Improvement District Turnaround Providers Alternate Operations Plan Interventions, School Restart and External Providers
AMENDMENT NO. 1	Solicitation Due Date: July 15, 2010

PAGE 5 OF 5

the PO and this contract. In some cases, a school district might need to add a special provision or two, but I see this as a low probability event.

H.   Q.   The RFP includes the State standard Terms and Conditions as well as the State's standards "Offer and Award" form. However, the RFP specifically states on page 4 that the purpose is (a) to establish a list of qualified providers "that can be recommended to the State Board of Education in the event that an LEA becomes eligible for an Alternative Operation Plan", and (b) "to establish a list of qualified providers that schools and LEAs may contract with in their efforts to implement one of the four models" for School Improvement grants. Based on that information, please answer the following:

Is the State's expectation that a qualified organization who is named to a list of this type will have a $0 dollar contract and be bound by the State's standard Terms and Conditions that are provided in the RFP? If not, can the State please provide a brief description of the procurement model for this RFP.

A.   Yes. Please refer to the answer for number 10.

And if selected by a school or LEA, will the qualified provider also contract with the schools or LEAs under separate contracts to provide specific services under different, district specific, terms and conditions?

A.   No, but refer to the answer for number 10.
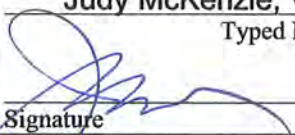
If the answer to number 1 above is correct, can offerors submit minor exceptions to the State's Terms and Conditions for consideration with their response?

A.   Please see paragraph 3D. in section 5, Uniform Instructions to Offerors.

I.   Q.   On page 37 of the RFP, the last sentence under the heading "F. Element V: Comprehensive Planning" states, "In addition, submit the following artifacts for review in Appendix 6.1-Part F:" However, no additional instructions about the types of materials we are to include follows this statement. Are there materials we should provide for Appendix 6.1-Part F and if so, what are they?

A.   Please refer to the answer to question number 7.

D.   Attendance at the Pre-proposal conference held on June 11, 2010 is documented on the attached.

EXCEPT AS PROVIDED HEREIN, ALL TERMS AND CONDITIONS OF THE SOLICITATION REMAIN UNCHANGED.	
Offeror hereby acknowledges receipt and understanding of this solicitation amendment Scholastic Inc. Name of Company / Agency Judy McKenzie, Vice President - FSM Typed Name and Title 7/12/10 Signature Date	This solicitation amendment is hereby executed this 16th day of June, 2010, at Phoenix, Arizona. *DC Peeples* Doug Peeples Procurement Officer Arizona Department of Education

ADE FORM-605 (FEB 99)

SOLICITATION NO. ED10-0039	School Improvement District Turnaround Providers Alternate Operations Plan Interventions, School Restart and External Providers
AMENDMENT NO. 2	Solicitation Due Date: July 15, 2010

PAGE 1 OF 1

A SIGNED COPY OF THIS AMENDMENT MUST BE RECEIVED BY THE ARIZONA DEPARTMENT OF EDUCATION CONTRACTS AND PURCHASING UNIT AS PART OF THE OFFEROR'S PROPOSAL, OR NOT LATER THAN THE SOLICITATION DUE DATE AND TIME.

The attached document replaces Attachment 6.1 to the solicitation. This revises and supersedes Attachment 6.1 that was included with Amendment No. 1. Offerors should use this in preparing their submission to this request for proposal.

EXCEPT AS PROVIDED HEREIN, ALL TERMS AND CONDITIONS OF THE SOLICITATION REMAIN UNCHANGED.	
Offeror hereby acknowledges receipt and understanding of this solicitation amendment Scholastic Inc. _____ Name of Company / Agency Judy McKenzie, Vice President-FSM _____ Typed Name and Title _____ 7/12/10 Signature Date	This solicitation amendment is hereby executed this 16th day of June, 2010, at Phoenix, Arizona. *ĐC Peeples* _____ Doug Peeples Procurement Officer Arizona Department of Education

ADE FORM-605 (FEB 99)

TAB 1 – Elements 1 – 6

Turnaround Framework Elements for External Providers of Focused Services

Element 1: Leadership

Scholastic School Improvement Services (SSIS) brings together Scholastic Education and the International Center for Leadership in Education (ICLE) to offer a powerful combination of comprehensive literacy improvement and whole school reform. The result is school turnaround and transformation that is research-based, proven effective, and designed to last. For over 90 years, Scholastic's mission has been to make every student a better reader, learner, and citizen. For the last 10 years, Scholastic Education has partnered with over 1,500 districts of all sizes to enable scalable, sustainable literacy improvement for struggling low income, minority, special education, LEP, and low achieving students. ICLE, meanwhile, has almost 20 years of experience in helping improve schools and teaching practices.

Effective leadership is a key foundational element of SSIS and extensive support is provided to school leaders in a number of ways. Our process is designed to cultivate school leaders existing skills and abilities to create a framework that will remain in place long after the consultants have left the school. Based on the results of the analysis, we will design a customized full-year program of professional development, job-embedded coaching, and other action steps designed to meet all identified priorities required for a school to reach its full potential. In addition, school leaders will learn to utilize Continuous Improvement and Progress Monitoring. Finally, we will work with the district to create and implement a three-year plan for sustainability. SSIS will work with district leaders to:

- Develop leader effectiveness based on the Rigor & Relevance Framework ™
- Develop specific criteria and processes for recruitment and selection of a new school principal and/or school leadership teams, as needed
- Determine strategies and interventions with measurable goals, objectives, and action steps
- Provide parents and community members with strategies to reverse the impact of poverty on student achievement

Our approach is to impact the Five Key Levers™ proven to accelerate achievement.

1. **Comprehensive Literacy Improvement:** We will partner with all AZ LEAs to work collaboratively to develop comprehensive plans for district-wide literacy, implementing a three-tiered delivery model that includes *READ 180*, the most thoroughly documented and proven effective program for low-achieving students; *Expert 21,* a comprehensive English-Language Arts program that teaches the reading, writing, and thinking necessary for college, career, and life in the 21st Century and *System 44,* a foundational reading program designed for the most challenged struggling readers in Grades 3-12.

2. **Effective Teaching:** We will develop a customized plan of professional development and job-embedded coaching to improve teacher effectiveness including the use of classroom observation protocols and observations.

3. **Leadership Development:** All leaders will be paired with a Turnaround Specialist, who has successfully turned around a failing school and provided ongoing support. Quadrant D™ leadership and job-embedded coaching gives leaders the skills they need for success, including those to develop a culture of data literacy, informing short-term and long-term change and sustaining that chance over time.

4. **Standards-Aligned Curriculum:** Curriculum Alignment Reviews (CARs) assess the alignment of a school's curriculum to the demands of the state test and of business leaders (as defined by the National Essential Skills Study™) and recommend action steps.

5. **Culture and Community/Parent Engagement**: Proprietary We Surveys™ assess beliefs and attitudes of all stakeholders in a school community and result in an improvement plan that includes peer support and information sharing towards transforming school cultures.

Scholastic delivers our model via a process for change that is data-driven and proven effective:

Phase 1: Assess Needs & Build Consensus—Our School Improvement Managers (SIM) will partner with you to gather data and assess needs against the Five Key Levers™, deploying multiple proprietary tools for data collection.

Phase 2: Focused School Improvement Planning—We will design a customized program of professional development, job-embedded coaching, and tiered curriculum & intervention delivery designed to meet all identified priorities required for a school to reach its full potential.

Phase 3: Implementation—Your assigned SIM will partner with you to lead the implementation. The SIM will have access to a skilled cadre of over 300 coaches, practitioners and educational leaders upon which to draw. They will work with you to implement the tiered literacy curriculum.

Phase 4: Continuous Improvement and Program Evaluation—We will work with you to identify Key Performance Indicators (KPIs) for implementation success, and create dashboards, data, and reports to enable ongoing tracking and course correction over time.

A critical component of the SSIS is comprehensive implementation support to help ensure fidelity and results. Scholastic's implementation support, managed by our team of SSIS professionals, is centered on five key principles of good implementation, which we refer to as the Managing Achievement Protocol (MAP).

1. A Commitment. A Strong Team. A Plan—Scholastic assists in the definition of literacy reform objectives, the creation of an implementation plan, and can also provide comprehensive project management support.

2. Effective Program Launch and Training to Lay a Foundation for Success—Scholastic will assist with technology audits, identifying students, and selecting and training teachers.

3. Ongoing, Collaborative Support to Improve Classroom Teaching Practices—Scholastic will deliver in-classroom support and instructional coaching.

4. Ongoing Implementation Progress Monitoring, Data Analysis, and Reporting—Scholastic will assist in gathering, analyzing, and packaging/presenting data.

5. Defined Capacity-Building Plan for Long-Term Literacy Improvement—Scholastic offers capacity building in the form of *Scholastic University* (Scholastic U) online professional development, Literacy Seminars, training for program coordinators, and Certified Support Specialist Training.

Element 2: Curriculum, Instruction, and Professional Services

Recommended Curricula Descriptions

To inform comprehensive literacy improvement, Scholastic is dedicated to partnering with districts as they implement solutions to close the literacy achievement gap and turn around the lowest performing schools. With proven-effective programs and capacity-building support services, Scholastic is helping education leaders accelerate literacy development and reach and exceed their goals. *READ 180, System 44, and Expert 21* are three powerful reading solutions, proven to break the cycle of failure for struggling students and build their confidence toward becoming successful, literate citizens. Scholastic Education's focus is on differentiated reading intervention and acceleration materials and the effective use of technology to support learning. Scholastic's technology-based reading improvement programs include:

- *READ 180,* an intensive reading intervention program for students in grades 4-12 who are reading at least two years below grade level
- *System 44*, an intensive intervention and acceleration program for students in grades 4-12 who have not yet mastered the 44 sounds and 26 letters of the English language
- *Expert 21,* a comprehensive English-Language Arts program for students in grades 6-9 that teaches the reading, writing, and thinking necessary for college, career, and life in the 21st Century
- *Scholastic Reading Inventory*, a research-based computer-adaptive assessment for grades K-12 that allows educators to assess students' reading comprehension
- *Scholastic Phonics Inventory*, a software-based assessment of phonics, sight word recognition, and phonological awareness skills for older struggling readers

Curricula recommended by Scholastic are data-driven, self-pacing, support the classroom use of flexible small groups, and are aligned to Arizona state standards. The Scholastic Achievement Manager (SAM) is a computer-based management and reporting system that gathers usage and performance data. Teachers use SAM as a dashboard for supporting data-driven instruction, AYP accountability requirements, and district-wide data aggregation.

READ 180 contains "intelligent software" that collects data based on individual responses and adjusts instruction to meet each student's needs. The software provides students with individualized reading instruction plus continuous assessment of their progress. Reading passages are leveled using the Lexile Framework® for Reading and are matched to the individual student's achievement level. *READ 180* is recognized by *What Works Clearinghouse* as one of only two programs in the Adolescent Literacy category. *What Works Clearinghouse* is the government's highest bar for evidence in Educational Research. *READ 180* has been shown to have a positive effect in comprehension and overall literacy achievement.

The *READ 180* Instructional Model provides an effective way to organize instruction and classroom activity. Using the *READ 180* instructional materials, the teacher begins the day by providing 20 minutes of systematic instruction in reading, writing, and vocabulary to the whole class. Then students break into three small-group rotations, each lasting for 20 minutes. In Small-Group Instruction, teachers use the *rBook* and *Resources for Differentiated Instruction* to work closely with students so that individual needs can be met. In the technology rotation, students use the *READ 180* Software independently, which provides them with intensive, individualized skills practice. In the Independent Reading rotation, students build fluency and reading comprehension skills when reading of the *READ 180* Paperbacks and Audiobooks. The class ends with 10 more minutes of whole-group instruction.

System 44 is a foundational reading program designed for the most challenged struggling readers in Grades 3-12. Intentionally metacognitive, *System 44* helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered. A combination of software-based and teacher-led instruction provides the student with adaptive, individualized learning as well as teacher-mediated direct instruction.

System 44 offers a multi-sensory instructional approach that provides students with daily opportunities to view, listen, speak/record, and write. The multi-sensory approach in *System 44* includes videos, images and graphics, sounds, Audiobooks, several different types of print components, and manipulatives, thus offering multiple entry points for all learners to access and learn the content. Through a combination of teacher-led and software-based instruction, the *System* 44 student is guided along a systematic path from phonemic awareness to fluent reading, developing skills and strategies in the five areas of reading identified by the National Reading Panel—phonemic awareness, phonics, fluency, vocabulary, and comprehension.

System 44 combines the very best thinking on research-based phonics instruction for older students with the power of adaptive technology and age-appropriate, support fiction and nonfiction text. The strength of the program lies in its deep grounding in research on cognition and learning, and on learning to read. *System 44* is the results of collaboration between Dr. Marilyn Adams, author of the seminal work *Beginning to Read: Thinking and Learning About Print*, and Dr. Ted Hasselbring, the scientist behind the development of the FASTT Model (*Fluency and Automaticity through Systematic Teaching with Technology).*

Expert 21 is a web-based English Language Arts program designed to help young adolescents gain proficiency in reading, writing, and 21st Century skills, while building content-area knowledge and exploring real-world problems. Inquiry based learning is supported by explicit instruction and *Expert Space,* the first Digital Curriculum, teaching informational literacy skills and utilizing interactive productivity tools.

Expert 21 is informed by an extensive body of research on best practices for providing rigorous English Language Arts instruction in middle school. Development of the program was informed by a team of expert researchers and practitioners, led by Dr. Jeffrey Wilhelm, a researcher and educator whose work focuses on inquiry, motivation, and engagement in reading instruction; and Dr. Bill Daggett, an expert on 21st Century skills instruction and creator of the Rigor, Relevance, Relationships, and Reflection Framework. The result is an engaging an challenging program that helps young adolescents gain proficiency in reading, writing, and 21st Century skills, build content-area knowledge, and explore real-world problems through high-interest literary and information texts.

The **Scholastic Reading Inventory** (SRI) and **Scholastic Phonics Inventory** (SPI) are described in Element 3 and the Appendix 6.1, Part A. pages 4-6.

  📖 For more information about the research base that informs these curricula, please see these items found in Appendix 6.1 or online
- *The Heritage of READ 180 Research*
  http://teacher.scholastic.com/products/read180/research/pdfs/Heritage_of_Research_EE.pdf
- *The Compendium of READ 180 Research*
  http://teacher.scholastic.com/products/read180/research/pdfs/R180_Research_compendium.pdf
- *System 44 Research Foundation Paper*
  http://teacher.scholastic.com/products/research/pdfs/E21_ResFoundations.pdf
- *Expert Space Digital Curriculum & Tools and for the 21st Century*
  http://teacher.scholastic.com/products/digital_curriculum/expertspace/ES_Research_Ppr_FINAL.pdf

Professional Services

SSIS offers multiple layers of long-term needs assessment, professional development, service, and support with additional customized service options as needed. To ensure an effective start-up of the program, an initial implementation meeting is recommended with SSIS and district leaders in instruction and technology. District goals, timelines, technical and infrastructure issues, training dates, expectations, and responsibilities are discussed and resolved. For a charted model of such a plan, please see Appendix 6.1, Part A, pages 2-5.

Element 3: District and School Assessments

Scholastic School Improvement Services will conduct a three-day needs assessment for each school. The purpose of the needs assessment is to bring administrators and teachers together as a team to identify the strengths and weaknesses of the school and make decisions on how to bring about needed improvements in the classroom and in the school as a whole. The needs assessment is a school-focused process that operates on the belief that improving teaching and learning is a continuous effort that requires open and objective dialogue in a professional and non-threatening environment.   Information is gathered through a series of classroom observations, interviews, and surveys, resulting in a needs assessment report that will be shared with staff, who will review the data and comment on its accuracy. Modifications will be made as necessary. The primary purposes of the visit are to:

- Develop an accurate Needs Assessment Report that identifies school strengths and critical challenges.
- Make specific recommendations that address critical challenges.
- Focus and prioritize key actions that will drive the development of an Individualized Action Plan for the school.

Data Analysis Report
An important component of the SSIS Needs Assessment process is the development of a Data Analysis Report prior to the onsite visit. The report provides a comprehensive analysis of student achievement data, student participation data, student subgroup data, college readiness indicators, demographic data, and school characteristics to identify strengths and potential areas of need. The report will identify trends in student performance over time and, where possible, present school data and performance compared to similar schools and state averages.

School Data Profile
Prior to the onsite needs assessment, SSIS develops a school data profile - a comprehensive analysis of achievement data, student participation data, subgroup data, college readiness indicators, demographic data, and school characteristics - in order to identify strengths and potential areas of need. Scholastic Literacy Planning and Data Analysis professionals partner with schools and districts to conduct a Literacy Gap Analysis to identify schools most in need of literacy improvement and to most effectively focus efforts, then assist in the creation of a comprehensive plan for literacy improvement. We will work with district and campus leadership to collect and analyze district and classroom data, present a customized Gap Analysis, and determine next steps.   Student instructional needs will be assessed using the *Scholastic Phonics Inventory* and *Scholastic Reading Inventory* a Lexile® screener; based on these assessments, students will be placed into the appropriate tier of a literacy curriculum.

Strategic Planning
Based on data analysis and the needs assessment report, SSIS will assist in the development of an Individualized Action Plan. The process will involve:
- Creating consensus around priority goals
- Developing strategic action plans for each priority goal
- Holding all stake holders accountable for making the changes necessary

Reports and Recommendations
As a result of the school visits and classroom observations, SSIS will prepare customized reports for each school and district. The following report components will provide a comprehensive picture of the levels of rigor, relevance, and relationships at all levels:
- results and analysis of the We Surveys as applicable
- results of the classroom observations with a profile for each teacher/classroom and each building
- results of special education and limited English proficiency observations with a profile for each teacher/classroom and each building
- recommended actions for increasing the level of rigor, relevance, and relationships in each classroom
- Analysis of all data points and recommendations for using these data to drive improvement efforts

Scholastic recognizes the importance of assessment and data to guide decision making and instructional planning. In addition to program specific assessments built into *READ 180, System 44*, and *Expert 21,* Scholastic recommends two additional assessments, the Scholastic Phonics Inventory (SPI) and the Scholastic Reading Inventory (SRI). Either may be used for summative, screening, diagnostic and progress monitoring. Both provide additional assessments to evaluate learning and provide important nor-referenced data. Sample reports are provided in the Appendix.

To learn about assessments of school culture and climate, please see Element 4.

Student Assessment Programs
The *Scholastic Phonics Inventory* (SPI) uses various discrimination tasks to determine whether the root cause of a student's reading difficulty is an inability to decode. SPI places students who are candidates for *System 44* at one of two points of entry in the software. Series One begins with foundational topics such as understanding consonants, short vowels, and the word ending in –s. Series Four skips foundational topics and covers more advanced skills, such as understanding double consonants, final blends, and closed syllables.

The computer-adaptive *Scholastic Reading Inventory* (SRI) assessment instrument uses the highly accurate Lexile Framework® for Reading as a screening/diagnostic tool to place students at the best level in the program so they can read with success. SRI provides criterion- and norm-referenced reading comprehension-level test results that can be used for instructional planning, intervention, and progress monitoring. This assessment instrument generates 15 reports on class and individual student learning gains for use by teachers, administrators, and families.

Data Management and Staff Training and Support
The *Scholastic Achievement Manager* (SAM) is the learning management system for all Scholastic software programs including Read 180, System 44, Expert 21, SPI and SRI. SAM collects and organizes student performance in data-rich reports allowing teachers and administrators to monitor student success and program implementation. Data-driven instruction is simplified with easy-to-use tools to
▪ manage student rosters, including importing and exporting features
▪ generate reports on student performance at the individual, class, school, and district levels
▪ locate helpful Scholastic curricula resources for classroom instruction as well as additional professional and research tools

A single management system for screening, instruction, and progress monitoring that integrates multiple program assessments supports creating a culture of data literacy. Students, families, teachers, and administrators literally speak the same language with regards to assessment and data. In addition to professional training for use of the software and on how to analyze and interpret data, Scholastic Data Analytics professionals are available to partner with school leaders to prepare ongoing, formal reports of implementation progress and student gains.

Successful, sustained school improvement efforts begin with a passionate desire to improve the skills and lives of students. But, it has to be followed up with a strong commitment to examining data as a means to track progress. Scholastic School Improvement Managers (SIMs) will work with campus and district-level leaders to collect and examine data. Embedded in our model are specific systems, tools, and protocols that enable multiple users to drive the school improvement process. The SSIS model includes:
▪ Comprehensive instructional programs based on student achievement data
▪ Parent and community meetings, as well as, information and training sessions to build awareness, support, and sustainability
▪ Student assessments to provide effective academic interventions
▪ Monthly progress reports for each transformational intervention in the School Improvement Plan

📖 To learn more about SAM and see sample reports in addition to those found in Appendix 6.1, see
www.scholastic.com/sam

Element 4: School Culture, Climate and Communication

Like assessment data drives instructional planning, information about the school culture and climate is effective for planning school improvement. In order to take into account the perspectives of all stakeholders, SSIS will utilize the *We* Surveys™. The *We* Surveys are easy-to-use tools that ask students, staff and community members to share their perceptions anonymously about the learning environment, quality of instruction and leadership in a school or district. Survey results are compiled into a detailed report that can guide decisions about school improvement.   Feedback from all stakeholders can initiate innovative, meaningful school change. The suite includes five surveys, which can be used together or independently:

1. *We Learn™* – Student Survey Grades 3-5
2. *We Learn™* – Student Survey Grades 6-12
3. *We Teach™* – Instructional Staff Survey
4. *We Lead* ™– Whole Staff Survey
5. *We Support* ™– Parent/Community Survey

The *We Learn* **surveys** assess how students perceive the quality of instruction and the learning environment of the school. They answer such questions as:
- Do students believe classroom instruction is both rigorous and relevant?
- Do they think learning is fun and exciting?
- Do they feel challenged and supported?

We Teach **survey** is for teachers and staff that have a part in teaching and learning in the classroom. This survey assesses how teachers perceive the learning environment, student engagement and school leadership. The findings address such questions as:
- What does instructional staff think about the dynamics in the classroom and the school?
- Do instructional staff align their day-to-day actions to the mission of the school?
- Do teachers feel empowered and ready to make a difference in the lives of all students?

The *We Learn* and *We Teach* surveys have parallel items, allowing for comparison of student and teacher perceptions of classroom learning.

The *We Lead* **survey** is for all staff working in the school. This survey assesses how staff perceive the school leadership. Survey results reveal, for example:
- Do staff feel they can communicate freely with administrators?
- Is professional development aligned to school goals?
- Are decisions based on the needs of students?

The *We Support* **survey** is intended for all community members. This survey assesses community perceptions of the school experience as well as the community's expectations of the school system. Results provide information such as:
- How well does the community think students are prepared for the future?
- Do they think students have the skills and knowledge to be leaders in the community?
- Do they think students of all abilities are encouraged to learn?

Following receipt of the detailed report of survey findings, a school may request additional assistance with survey analysis and strategic planning which may include remote consultation and multi-day workshops to analyze data, recognize emerging trends, discuss areas of focus for improvement, and make a school improvement plan with progress monitoring process.

Element 6: Comprehensive Planning

Scholastic utilizes a protocol for managing achievement. The five key success factors in MAP are described in Element 1, page 2. The following briefly describes a specific school improvement project.

1. A Commitment. A Strong Team. A Plan.- In the spring of 2007, Scholastic began a partnership with a large urban school district with a focus on raising reading proficiency levels in secondary schools district-wide. Scholastic teamed with the district in the planning effort, and has managed the project through a Scholastic Project Manager and multi-person implementation consultant team embedded in the district for the past 2.5 years. Each of the 50 middle and high schools used state reading assessment results to identify a cohort of approximately 9,000 students who were reading below grade level.

2. Effective Launch and Training- Secondary schools across the district sought to close the reading achievement gap by implementing *READ 180* in order to enable these struggling readers to make over one year's reading gains during one school year and develop a culture of reading among the lowest-performing students. In addition, the district partnered with Scholastic to provide training in instructional practices and progress monitoring to ensure high-quality instruction in all reading classrooms. In the fall of 2007, *READ 180* was implemented in 250 classrooms throughout the district in order to provide these students with strong research-based reading instruction.

3. Ongoing Collaborative Support- The district-embedded Scholastic Project Manager and multi-person implementation consultant team continued to work with district and school staff to provide training and fine tune the use of program components.

4. Implementation Progress Monitoring, Data Analysis, and Reporting- Throughout the first year, the implementation of *READ 180* was monitored through student performance data including quarterly reading gains on the Scholastic Reading Inventory (SRI), curriculum dosage through *READ 180* software sessions, and ability to achieve success on regular reading assessments through *Scholastic Reading Counts.* Levels of instructional proficiency were tracked through monthly monitoring of school and classroom implementation levels, as well as ensuring that all personnel completed in-person training.

By the end of the first year of implementation, students' participating in this district's *READ 180* program demonstrated positive reading results. State assessment results indicated that *READ 180* students made larger reading gains than district or state averages. This trend was mirrored in student *Scholastic Reading Inventory* (SRI) results. By the spring of 2009 – the second year of implementation – 84% of schools earned an average of at least one year's reading gains on the SRI with their *READ 180* students, with 34% of those schools earning an average of at least two year's SRI reading gains.

5. Capacity Building- In addition to student achievement results, levels of implementation showed steady increase throughout the first years of implementation, including an 80% *READ 180* teacher retention rate, allowing for more experienced *READ 180* teachers to develop advanced instructional techniques. The district also saw success with on-going professional development—over 90% of personnel completed all in-person training. With these strong reading results during the first two years of its implementation, the district is continuing to implement the *READ 180* program and with positive trends during the mid-year data analysis, the district anticipates strong reading results again this spring on the state reading assessment.

For a charted comprehensive plan employing the three tiers of intervention programs as recommended for this RFP, please see Appendix 6.1, Part A, pages 2-5.

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TAB 2 – Attachment 6.1

Section 6.1, Part A

1. For organizations that will be contracting out the implementation of certain elements of the turnaround framework to other service providers, provide a list of the partnering organizations, a description of their role, and a summary of their experience in the relevant area.

This is not applicable to our response.

2. A detailed timeline of activities/interventions that you will implement prior to the opening of the school, during the first 90 days, and with regularity throughout a 3 year term.

While not a required part of the RFP response for an "External Provider of Focused Services", the following first year plan illustrates the comprehensive nature of the Scholastic plan for Arizona schools.

Implementation Plan Color Codes
Responsibilities of Personnel
Timeline
Goals and Action Steps
Evaluation Methods

Scholastic School Improvement Services= SSIS

School/District School Partners=SDP

School Improvement Partnership Timeline and Role Responsibilities	Year 1	
Planning Phase	**Date(s)**	**Roles Responsibilities**
Determine number of Schools, Classrooms, and Teachers for Program Implementation	July/August	SSIS/SDP
Schedule Trainings	July/August	SSIS/SDP
Identify district and school key contacts and outline communication plan	July/August	SSIS/SDP
Conduct technology audits for program implementation	July/August	District and Scholastic Technology Teams
Secure appropriate hardware, technology needs, and materials for program implementation	July/August	Facilities & District Technicians
List of Schools and Addresses for Shipping	July/August	District Contacts
Ship materials	July/August	SSIS
Confirm master schedule	July/August	District Contacts and Principals
Select teachers	July/August	Principals
Phase 1: Assess Needs and Build Consensus	**Date(s)**	**People/ Locations**
Initial *Needs Assessment* meetings held with Districts and Schools	August/September	SSIS/SDP
School Improvement Managers (SIMs) assigned	August/September	SSIS
Turnaround Specialists paired with school leaders	August/September	SSIS
School-based coaches assigned	August/September	SSIS
Data collection tools deployed	August/September	SSIS
Conduct Curriculum Alignment Reviews (CARs)	August/September	SSIS
Administer *WE* Surveys to assess beliefs and attitudes of stakeholders	August/September	SSIS
Gather data on *Five Key* Levers for School Improvement	August/September	SSIS/SDP
Initial Teacher Implementation Training(Program Specific)	August/September	SSIS
Initial Leadership Training(Program Specific)	August/September	SSIS
Setup Classrooms for program implementation	August/September	Scholastic consultants and teachers
Identify Key Performance Indicators (KPIs) for implementation Success	August/September	SSIS/SDP

Phase 2: School Improvement Planning	Date(s)	People/ Locations
Baseline Testing Window (2-3 weeks)	September	All Buildings
Initiate customized professional development planning and goal setting (teachers and leaders)	September/October	SSIS/SDP
Initiate Job-Embedded Coaching Plan (teachers and leaders)	September/October	SSIS
Round one Classroom Fidelity Checks and Coaching Completed	October	SSIS
Check-in for Classroom Set-up (program specific)	October	SSIS
All teachers registered for Online Course (program specific)	October	Teachers
Implementation Training: Day 2 Program Specific	October	SSIS/SDP
Quarterly Data Checkpoint and Reporting	October	SSIS/SDP
Initiate Data Dashboards for Progress Monitoring	October	SSIS/SDP
Monitor Key Performance Indicators(KPIs) for implementation Success	November	SSIS/SDP
Phase 3 Implementation	**Date(s)**	**People/ Locations**
Ongoing Professional Development: Program Specific Seminars	October	SSIS
Check-in for Implementation Levels	October	SSIS/SDP
Quarter 2 SRI Test Window (2-3 weeks)	December	All Buildings
Ongoing Professional Development: Program Seminars	November	SSIS
Round two Classroom Fidelity Checks and Coaching Completed	December	SSIS
Check-in for Implementation Levels	December	SSIS/SDP
Quarterly Data Checkpoint and Reporting	December	SSIS/SDP
Ongoing Professional Development: Program Seminars	December	SSIS
Monitor Key Performance Indicators(KPIs) for implementation Success	December	SSIS/SDP
Quarter 3 SRI Test Window (2-3 weeks)	March	All Buildings
Ongoing Professional Development: Program Seminars	February	SSIS
Round three Classroom Fidelity Checks and Coaching Completed	February	SSIS
Quarterly Data Checkpoint and Reporting	March	SSIS/SDP
Quarter 4 SRI Test Window (2-3 weeks)	June	All Buildings
Ongoing Professional Development: Program Seminars	April	SSIS
Round four Classroom Fidelity Checks and Coaching Completed	April	SSIS
Export and aggregate Data	June	SSIS/SDP
Check-in for End-of-Year Planning	June	SSIS/SDP
Phase 4: Continuous Improvement and Progress Monitoring	**Date(s)**	**People/ Locations**
Pack & secure program materials	June	Teachers
Round five Classroom Fidelity Checks and Coaching Completed	June	SSIS
Reorder missing/damaged/new program materials	June/July	District/School Partners
Administer WE Surveys to assess beliefs and attitudes of stakeholders	June	SSIS
Review Key Performance Indicators(KPIs) for implementation Success	July	SSIS/SDP
Implementation Planning Meeting 2010-2011	July	SSIS/SDP
End-of-Year Data Checkpoint and Reporting: Summative Data Collection & Presentation	July	SSIS/SDP

4*. List of organizational resources available to school sites.*

Organizational resources available to school and district leaders to assist them in implementation and oversight of processes and programs recommended by Scholastic School Improvement Services (SSIS) include the following:

<u>Element 1: For Leadership Development</u>

SSIS provides access to a skilled cadre of over 300 coaches, practitioners, and educational leaders including the ICLE staff and resources to assist with analysis, planning, presenting, training, motivating, and monitoring SSIS schools and districts. An assigned Turnaround Specialist who has successfully turned around a failing school and a School Improvement Manager provide particular, consistent support to leaders. Specific resources for leadership development at school sites include:

- Quantitative and Qualitative data to assess leadership capacity in each school
- Ongoing job-embedded executive and leadership coaches services
- A wide range of professional development options focused on the development of Quadrant D Leadership ™
- National Leadership Academy available on an annual basis

Scholastic School Improvement Services (SSIS) will implement a research-based framework for whole school reform that is proven effective and designed to create lasting change and success. A key element of this offering is a deep partnership with the International Center for Leadership in Education (ICLE), well-known for its history of helping schools and districts implement the organizational changes necessary to build a culture of excellence in their buildings.

ICLE provides professional development, executive coaching and leadership training to schools across the country. Founded in 1991 by Willard R. (Bill) Daggett, Ed.D., now CEO, ICLE has a wealth of experience in assisting schools and districts in implementing organizational changes that translate into world-class curriculum, instruction, and assessment systems. ICLE's work is based on the premise that students are living in a world that is changing dramatically and the education system needs to adapt to those changes in order to prepare students for the world in which they will live and work. Raymond J. McNulty now serves as President of the International Center for Leadership in Education, having previously served as Senior Vice President.

The Center has developed an extraordinary reservoir of resources and relationships to advance school improvement, including the *Rigor/Relevance Framework™* and the *Learning Criteria to Support 21st Century Learners™.* Workshop topics and areas of consulting topics include the following:

- Rigor, relevance and relationships
- Leadership development
- Differentiated instruction
- Career and technical education
- Struggling learners/special education
- Literacy
- Student engagement
- Instructional strategies
- Data-driven decision making
- Transition years
- Curriculum mapping
- All content areas K-12
- Needs assessment and strategic planning
- Whole School Reform

📖 *For more information about ICLE work and resources, see* <u>www.leadered.com/</u>

Element 2: Curriculum, Instruction, and Professional Services

SSIS provides support from ordering through implementation of Scholastic programs as well as fidelity of implementation for comprehensive school improvement plans focused on curriculum, instruction and professional development from ICLE. A dedicated School Improvement Manager is supported by a team of professionals who work with school and district leaders to offer needs assessment, planning, training, coaching, technical, and other help to ensure success.

SSIS offers comprehensive program implementation training and professional development to help administrators and teachers successfully implement and sustain best assessment and teaching practices. Central Desktop provides an online communication portal that includes a virtual file library, a community calendar, and a shared message board. It is used by SSIS personnel to share key professional development artifacts as well as to disseminate implementation and professional development tips and best practices to teachers and administrators. *Scholastic U*, our online professional development platform, contains a message board to facilitate a virtual "community of learners" that enables teachers to share best practices in literacy, leadership and instructional excellence.

SSIS provides software support by phone, by email, and on a Product Support website. On-site service is included at no additional charge for all customers with a Premium Maintenance and Support Plan. When the need arises, a highly trained, experienced Scholastic technician may visit schools to troubleshoot identified software issues that were unable to be resolved over the phone.

For a description of recommended assessments and curricula, please see pages 7-8 and 35-36.

  For a list of program resources, please see the program guides for READ 180, System 44, Expert 21, SRI, and SPI following Attachment 6.1, Part A, or see the following

- READ 180 www.scholastic.com/read180
- System 44 www.scholastic.com/system44
- Expert 21 www.scholstic.com/expert21
- SPI www.scholastic.com/spi
- SRI www.scholastic.com/sri

Element 3: District and School Assessments

As described above for curricula, SSIS provides support for the SPI and SRI student assessment programs. In addition, Literacy Planning and Data Analysis professionals are available to work with schools to interpret data and fine tune reporting needs. These reports inform the district and school assessments as described below.

SSIS also provides a comprehensive needs assessment process customized for schools and districts. The purpose of the needs assessment is to bring administrators and teachers together as a team to identify the strengths and weaknesses of the school and make decisions on how to bring about needed improvements in the classroom and in the school as a whole. The needs assessment is a focused process that operates on the belief that improving teaching and learning is a continuous effort that requires open and objective dialogue in a professional and non-threatening environment.   Information is gathered through a series of classroom observations, interviews, and surveys, resulting in a needs assessment report that will be shared with staff, who will review the data and comment on its accuracy. Modifications will be made as necessary. The primary purposes of the visit are to:

- Develop an accurate Needs Assessment Report that identifies school and/or district strengths and critical challenges.
- Make specific recommendations that address critical challenges.
- Focus and prioritize key actions that will drive the development of an Individualized Action Plan for the school as well as a comprehensive focused overall plan for the district as needed

An important component of SSIS's Needs Assessment process is the development of a Data Analysis Report prior to the onsite visit. The report provides a comprehensive analysis of student achievement data, student participation data, student subgroup data, college readiness indicators, demographic data, and school characteristics to identify strengths and potential areas of need. The report will identify trends in student performance over time and, where possible, present school data and performance compared to similar schools and state averages.

Element 4: School Culture, Climate and Communication

SSIS provides specific resources to support leaders in creating a school culture and climate that is student-focused. Central to the work is a set of tools to develop and achieve a vision about student expectations and learning that is supportive of all students. The SSIS Needs Assessment and Improvement Planning process include a range of tools to support and improve culture and climate including:

- building a communication plan that engages all stakeholders in sharing a common vision and language are goals for the school and/or district
- analysis of student, faculty, staff, leadership and community survey data to develop an understanding of current school and district culture and climate
- specific strategies and techniques to support high expectations for all students
- professional development and support aligned to improvement plan
- systemic approaches for building capacity and ensuring that plans are refined as needed to stay aligned to the overall goals of the project

Element 5: Financial Management

Please see Attachment 6.1, Part E.

Element 6: Comprehensive Planning

Prior to the onsite needs assessment, SSIS develops a school data profile that includes a comprehensive set of data such as:

- analysis of achievement data, student participation data, subgroup data, college readiness indicators, demographic data, and school characteristics
- identification of strengths and potential areas of need.
- Literacy Gap Analysis to identify schools most in need of literacy improvement and focus efforts
- Assessment of instructional needs using the *Scholastic Phonics Inventory* (SPI) and *Scholastic Reading Inventory* (SRI), a Lexile® screener; based on these assessments, students will be placed into the appropriate tier of a literacy curriculum.

As a result of the school visits and classroom observations, SSIS will prepare customized reports for each school and district. The following report components will provide a comprehensive picture of the levels of rigor, relevance, and relationships at all levels:

1. results and analysis of the *We* surveys as applicable
2. results of the classroom observations with a profile for each teacher/classroom and each building
3. results of special education and limited English proficiency observations with a profile for each teacher/classroom and each building
4. recommended actions for increasing the level of rigor, relevance, and relationships in each classroom
5. analysis of all data points and recommendations for using these data to drive improvement efforts

The data analysis report and needs assessment process provide guidance and serve as the basis for comprehensive improvement planning. The process will involve:

- Creating consensus around priority goals
- Developing strategic action plans for each priority goal
- Holding all stake holders accountable for making the changes necessary

3. A list of the unique, innovative and/or research-based elements of your approach. Provide a brief description of each.

Several characteristics make the approach of this proposal unique. Mostly notably, the following will be discussed here:

1. Combined resources of Scholastic Inc. and The International Center for Leadership in Education
2. Embedded surveys inform planning and involve all stakeholders
3. Easy, quick, reliable technology based assessments to place and monitor student progress that include immediate scoring and reporting features
4. Proven literacy programs that address the needs of struggling students and propel middle grade students to 21st century success
5. Support systems to train, provide literacy professional development, and assure competent technology users

1. Combined Resources of Scholastic Inc. and The International Center for Leadership in Education

The combined resources of Scholastic Inc. and The International Center for Leadership in Education offer an unequalled coupling of two experienced providers of successful school reform elements including leadership, curricula, assessment and school culture change.

📖 For a review of 7 meta-analyses of research about school reform and implications, see *Successful Schools: From Research to Action Plans,* following Attachment 6.1, Part A, or www.leadered.com/pdf/Successful%20Schools%206-05.pdf

📖 For more information about the Scholastic research base for training and professional development, see *Research on Professional Development and the Scholastic Red Model*, following Attachment 6.1, Part A, or http://teacher.scholastic.com/products/research/pdfs/RF_ScholasticRed_Model_0407.pdf

📖 For more information about the research base for Scholastic's programs, please see these documents provided following Attachment 6.1, Part A, and online:
  - The Heritage of READ 180 Research or http://teacher.scholastic.com/products/read180/research/pdfs/Heritage_of_Research_EE.pdf
  - The Compendium of READ 180 Research or http://teacher.scholastic.com/products/read180/research/pdfs/R180_Research_compendium.pdf
  - System 44 Research Foundation Paper or http://teacher.scholastic.com/products/research/pdfs/E21_ResFoundations.pdf
  - System 44 Preliminary Evidence of Effectiveness or http://teacher.scholastic.com/products/research/pdfs/S44_Formative_Singles.pdf
  - Expert Space Digital Curriculum & Tools and for the 21st Century or http://teacher.scholastic.com/products/digital_curriculum/expertspace/ES_Research_Ppr_FINAL.pdf

2. Embedded WE Surveys

A proprietary system of surveys informs planning and involves all stakeholders. The importance of information and communication with students, families, the community, teachers, and administrators is clear in *Successful Schools: From Research to Action Plans*, cited above. This simple but inclusive and powerful survey suite provides and understanding of perceptions that when analyzed, help leaders plan and implement school reform.

For more information, please see Element 4 in the initial overview, page 7.

3. Manageable Student Assessments- SRI and SPI

Two easy, quick, reliable technology based assessments place and monitor student progress, the Scholastic Phonics Inventory (SPI) and the Scholastic Reading Inventory (SRI).

***Scholastic Reading Inventory* (SRI)**
SRI can be administered independently to students in 20 minutes. A computer-adaptive algorithm continually adjusts the difficulty of passages based on student responses, allowing SRI to produce highly accurate measures of text comprehension. SRI passages are derived from authentic text, sampled from "real world" media such as best-selling literature, curriculum texts, and familiar periodicals. Producing a natively-generated Lexile score, the SRI can be administered at any time during the school year. The tests are intended to be non-timed and typically take students 20–30 minutes to complete. Scholastic recommends that SRI be administered three to four times a year: at the beginning, middle, and end of the school year. Spacing the assessments in this way allows time between tests for students to make gains through instruction and practice and for teachers to make informed instructional decisions. There should be at least four weeks of elapsed time between administrations to allow for growth, and as such, SRI will support up to 9 assessments per school year. In the context of their SRI session, the student receives positive, immediate feedback.

SRI Scoring and Reporting Features
SRI provides continuous assessment and immediate feedback for teachers, parents, and administrators. The most powerful feature of SRI is its ability to organize and analyze data based on student test results. In a series of reports, SRI provides concrete reliable feedback that is used to differentiate instruction and help all students achieve their goals. These clear, meaningful reports are available immediately and provide actionable data to evaluate progress toward proficiency goals, identify situation that call for intervention, and track reading growth over time.

- Progress Monitoring Reports let teachers and administrators detect trends in reading growth for individuals, groups, and classes.
- Instructional Planning Reports help teachers plan targeted data-driven instruction, place students into flexible groups, and assign materials.
- Management Reports make it easy to administer the program effectively across schools and districts.
- School-to-Home Letters, available in English and Spanish, include student-specific progress information as well as suggestions to help students at home.

Classroom-level data allows for differentiated instruction. Teachers use SRI data to set growth goals, inform and differentiate instruction, and monitor performance over time. Accurate Lexile measures enable students to be properly placed in appropriate instructional groupings and give teachers the ability to provide reading materials at the appropriate levels to each student.

One of the effective features of SRI that teachers or administrators have is the ability to customize the number, name, and Lexile range of the performance standards that are used for reporting SRI scores. The ability to adjust the performance standard proficiency bans allows educators to customize the reporting of SRI scores to specific district or state expectations. The default SRI performance standards are summarized below:

- Advanced—Students scoring in this range exhibit superior performance when reading grade-level appropriate text and can be considered as reading "above grade level."
- Proficient—Students scoring in this range exhibit competent performance when reading grade-level appropriate text and can be considered as reading "on grade level."
- Basic—Students scoring in this range exhibit minimally competent performance when reading grade-level appropriate text and can be considered as reading "below grade level."
- Below Basic—Students scoring in this range do not exhibit minimally competent performance when reading grade-level appropriate text and can be considered as reading significantly "below grade level."

Educators are able to adjust Lexile ranges, to confirm to state assessment criteria, for each performance standard at each grade, and also change the actual number of performance standards. Results are reported as both criterion-referenced and norm-referenced terms, indicating students' reading ability on the Lexile scale and how their test results compare to those of other students.

 📖 For more information regarding SRI, please refer to the SRI program guide and *Using the SRI to Improve Reading Performance*, following Attachment 6.1, Part A, or
http://teacher.scholastic.com/products/sri_reading_assessment/index.htm and
http://teacher.scholastic.com/products/sri_reading_assessment/pdfs/SRI_ProfPaper_ImprovePerformance.pdf

Scholastic Phonics Inventory (SPI)

SPI provides a validated measure of decoding and sight word fluency. It can be administered independently to students in 10 minutes. Like the SRI, SPI can be administered anywhere there is a computer- no need for one-to-one administration and no need for pull out. Hundreds of students can be tested simultaneously. No extensive staff training is required. Like SRI, SPI results are immediately available at the individual, classroom, school, and district level.

Students are assessed in three equivalent test forms. Students' accuracy and fluency are measured in four areas of reading:

- Practice tests evaluate students' ability to use the mouse.
- Letter recognition tests assess students' recognition of lower-case letters.
- Sight-word recognition tests assess students' knowledge of high-frequency sight-words.
- Nonword decoding tests assess students' decoding skills using nonwords that follow the conventions of the English language. These words are decodable but cannot be read from memory.

Scoring and Reporting Features

SPI provides continuous assessment and immediate feedback for teachers, parents, and administrators. Like the SRI, SPI provides clear, meaningful reports immediately and provides actionable data to evaluate progress toward proficiency goals, identify situation that call for intervention, and track reading growth over time. Reports provided by SPI include these:

- The Screening and Placement Report provides teachers with baseline performance and specific placement guidelines. This report shows a student Lexile® levels when available.
- The Summary Progress Report shows the decoding skill levels for all students on the three tests of SPI.
- The Student Progress Report features SPI data specific to a single student and is useful for child-study meetings and parent conferences.
- The District/School Status Reports are scalable leadership management reports that provide a snapshot view of reading proficiency on the school or classroom level.
- District/School Growth Report is a progress monitoring leadership report that depicts the growth over time by school or classroom.

 📖 For more information regarding SRI, please see *Learning to Read: The Importance of Assessing Phonological Decoding Skills and Sight Word Knowledge* and the *SPI Technical Guide,* following Attachment 6.1, Part A, or
http://teacher.scholastic.com/products/readingassessment_spi/pdfs/SPI_Learning_to_Read_Wagner.pdf and http://teacher.scholastic.com/products/readingassessment_spi/pdfs/SPI_Technical_guide.pdf

4. Proven Literacy Programs- *READ 180, System 44,* **and** *Expert 21*

It is not enough to know change is needed and identify concerns and deficiencies. It is not enough to offer general ideas to apply to non-related curricula and assessments. A unique, powerful approach offered by this proposal is the recommendation of specific literacy programs that interface with other assessment, literacy professional development, and overall philosophy about school reform and student improvement. *READ 180, System 44,* and *Expert* 21 are described in the Elements section of this RFP response and program guides and research information are offered in Attachment 6.1 for additional information. The importance of the inter-connectedness cannot be understated. This comprehensive approach helps ease discomfort with change and more quickly builds a new school community.

5. Support Systems

To train, provide literacy professional development, and assure competent technology users is no small feat and Scholastic has the capacity to serve AZ schools in unique ways. All members of the SSIS staff are highly educated and trained to deliver school improvement services. Numerous experiences with large scale literacy and mathematics improvement projects across the United States have provided our staff with extensive qualifications in the following areas:

Collaboration with District Leadership

- Creating and monitoring a comprehensive plan for successful implementation
- Scheduling and facilitating implementation stakeholder meetings
- Developing and sharing implementation fidelity reports and recommendations
- Providing training in monitoring and supporting classroom instruction
- Assisting with running, analyzing and reporting data to support decision-making
- Overseeing testing windows and developing a comprehensive testing plan
- Collaborating with leaders to develop individualize professional development plans and deliver job-embedded coaching to give leaders the skills they need for success
- Providing access to a proven Turnaround Specialist with successful district experience

Supporting Literacy Leaders

- Providing training in supporting classroom instruction
- Modeling collaborative coaching techniques
- Assisting with running and analyzing data to support instructional decision-making
- Providing support in establishing department protocols for implementation
- Jointly facilitating district and site-based professional development to build capacity and expertise

Supporting Technology Specialists

- Beginning relationship with a technology audit
- Providing training in supporting classroom instruction
- Assisting with troubleshooting
- Providing support with on-site visits, by phone, internet, and web site

Supporting Classroom Teachers

- Developing and managing an in-classroom support schedule
- Moderating district web-based bulletin boards for participating teachers to facilitate discussions and share classroom resources
- Providing ongoing training to develop strong instructional practices
- Collaborating with teachers to develop individualize professional development plans and deliver job-embedded coaching to improve teaching quality.
- Structuring and supporting professional learning communities

Supporting Overall Implementation Health

- Coordinating with technical staff regarding technical planning, installation, maintenance, and responding to technical questions
- Conducting site visits to monitor implementation health
- Customizing training to meet specific district needs
- Communicating curriculum updates to the district

Analyzing and Reporting Data

- Providing Implementation Effectiveness Reports: A comprehensive overview of implementation status in fall, at mid-year, and in spring
- Providing Student Gains Analysis: A detailed, bi-annual analysis of student gains. Analyses include data insights and recommendations for implementation improvement
- Facilitating the Scholastic Online Collaboration Portal: A unique portal that facilitates district-wide communication and sharing of data and best practices during the implementation

As part of our school improvement efforts, we work extensively to ensure that capacity is built for lasting improvement. First we aim to ensure that all educators have a solid base in sound literacy instruction. Reading teachers implementing Scholastic Literacy Improvement Solutions receive upfront training, ongoing job-embedded coaching, and additional professional development through both in-person and online means to ensure that they have sustainable skills in reading best practices. Teachers in the content area will also receive ongoing professional development through *Scholastic U,* our online literacy professional development program.

Secondly, we aim to make sure that teachers in all subject areas demonstrate effective instructional practices and skills in making sure instruction aligns to standards. To facilitate lasting impact, these teachers will receive a customized combination of in-person professional development and job-embedded coaching covering topics such as the following:

- Incorporating Rigor and Relevance into Instruction
- Using Data to Differentiate Instruction
- Creating an Engaging Classroom Environment
- Implementing the Collaborative Instructional Review process
- Developing a shared responsibility for student achievement
- Developing plans to provide professional growth and recognition/rewards opportunities

Following this page, these 14 resources are provided in support of responses to Attachment 6.1, Part A.

- Program guide for *READ 180*
- Program guide for *System 44*
- Program guide for *Expert 21*
- Program guide for *SRI*
- Program guide for *SPI*
- *Successful Schools: From Research to Action Plans*
- *Research on Professional Development and the Scholastic Red Model*
- *The Heritage of READ 180 Research*
- *The Compendium of READ 180 Research*
- *System 44 Research Foundation Paper*
- *Expert Space Digital Curriculum & Tools for the 21st Century*
- *Using the SRI to Improve Reading Performance*
- *Learning to Read: The Importance of Assessing Phonological Decoding Skills and Sight Word Knowledge*
- *SPI Technical Guide*

Section 6.1, Part B

1. Curriculum Maps (for grade levels served) that identify the course outcomes and clear alignment with the AZ State Standards.

Scholastic programs are correlated to the Arizona State Standards, and correlations can be provided upon request. A sample page of the *READ 180* correlation to Grade 3 AZ state standards follows. Curriculum maps will be provided upon request.

READ 180 Enterprise Edition Stage A ©2005
correlated to
Arizona English Language Arts Standards Articulated by Grade Level, Grade 3

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

PO 1. Compare (and contrast) literary elements across stories, including plots, settings, and characters.

rBook Teacher's Edition:
Best Practices: 188C-188D
Readings: 60-71, 136-149, 150-151

RDI 1 Resources for Differentiated Instruction, Reading Skills and Strategies:
Comprehension, Lessons 11-12 Compare and Contrast: 298, 299; Lessons 19-20 Analyze Character: 306, 307; Lessons 21-22 Analyze Setting: 308, 309; Lessons 23-24 Analyze Plot: 310, 311; Lessons 25-26 Analyze Theme: 312, 313; Lesson 44 Read Across Texts: 331; Literary Elements: Mood: 332; Tone: 332; Imagery: Simile and Metaphor: 333; Hyperbole: 334; Symbolism: 334; Conflict: 336; Suspense: 336; Dialogue: 337; Flashback and Foreshadowing: 337

RDI 2 Resources for Differentiated Instruction, Writing & Grammar Strategies:
Descriptive Writing, Lesson 9 Compare-and-Contrast Paragraph: 54-58

Scope and Sequence charts for READ 180, System 44, and Expert 21 are found on the following pages 13-34. The remaining items for Attachment 6.1, Part B continue on page 35.

READ 180 Scope and Sequence	Stage		
	A	B	C
PHONEMIC AWARENESS			
Auditory discrimination	✓	✓	✓
Oral blending	✓	✓	✓
Oral segmentation	✓	✓	✓
Phonemic addition and deletion	✓	✓	✓
Phonemic substitution	✓	✓	✓
DECODING, PHONICS, AND SYLLABICATION			
Phonics Skills			
Build automaticity	✓	✓	✓
Connect sound-spellings	✓	✓	✓
Generalize sound-spelling	✓	✓	✓
Decode and pronounce syllables and words	✓	✓	✓
Read sight words and high-frequency words	✓	✓	✓
Build words	✓	✓	✓
Write from dictation	✓	✓	✓
Phonic Elements			
Short vowels	✓	✓	✓
Blends (s-, l-, r-, 3-letter)	✓	✓	✓
Final e (a–e, e–e, i–e, o–e, u–e)	✓	✓	✓
Digraphs ch, sh, th, wh, tch	✓	✓	✓
Vowel /ā/ ai, ay, eigh, ey, ea	✓	✓	✓
Vowel /ē/ ea, ee, e, y, ey	✓	✓	✓
Vowel /ō/ o, oa, ow	✓	✓	✓
Vowel /ī/ i, igh, y, ie	✓	✓	✓

System 44 Scope and Sequence	Instruction and Practice	Reinforcement
PHONEMIC AWARENESS AND ALPHABET RECOGNITION		
Phonological Awareness		
Recognize words in sentences	✓	
Segment words into syllables	✓	✓
Identify rhyme	✓	✓
Blend onset and rime	✓	
Identify phonemes	✓	✓
Count phonemes in words	✓	
Phonemic Awareness		
Distinguish initial, medial, final phonemes	✓	✓
Match initial, medial, final sounds	✓	
Blend phonemes	✓	✓
Manipulate phonemes (add, delete, reverse and substitute)	✓	
Alphabet Recognition and Concepts of Print		
Recognize and name all upper and lowercase letters of the alphabet	✓	
Recognize that letters are graphic representations of sound	✓	✓
Identify parts of a book	✓	✓
Identify that text direction moves from left to right and top to bottom	✓	✓
Identify that text provides information	✓	
Distinguish between letters, words, and sentences	✓	
PHONICS, WORD ANALYSIS, AND SYLLABICATION		
Instruction systematically guides students to identify and use sound-spelling correspondences, morphology, analysis, and word learning skills and strategies.		
Consonants and Short Vowels (and other skills)	✓	✓
Series 1	✓	✓
S.M.A.R.T. Understanding the System	✓	
S.M.A.R.T. Identifying & Understanding Consonants & Vowels	✓	
Consonants *m, s*	✓	

Expert 21 Scope and Sequence

	COURSE I	COURSE II	COURSE III
Reading in the 21st Century Comprehension and critical thinking instruction focuses on building students' reading and language skills as well as their textual and visual analysis skills through explicit instruction, guided practice, and independent work across a wide range of activities throughout the program.			
Comprehension			
Compare and contrast information	✔	✔	✔
Draw conclusions	✔	✔	✔
Identify cause and effect	✔	✔	✔
Identify fact and opinion	✔	✔	✔
Identify main idea and details	✔	✔	✔
Identify problem and solution	✔	✔	✔
Identify sequence of events/chronological order	✔	✔	✔
Make inferences	✔	✔	✔
Summarize	✔	✔	✔
Critical Thinking			
Analyze content or presentation	✔	✔	✔
Analyze details	✔	✔	✔
Analyze evidence	✔	✔	✔
Analyze goals and decisions	✔	✔	✔
Analyze purpose	✔	✔	✔
Evaluate content or presentation	✔	✔	✔
Evaluate decisions	✔	✔	✔
Evaluate details	✔	✔	✔
Evaluate evidence	✔	✔	✔
Evaluate goals and decisions	✔	✔	✔
Evaluate literary merit	✔	✔	✔
Evaluate logic and rhetoric	✔	✔	✔
Evaluate purpose	✔	✔	✔
Evaluate solutions	✔	✔	✔
Evaluate sources	✔	✔	✔
Generate questions	✔	✔	✔

	COURSE I	COURSE II	COURSE III
Critical Thinking (Cont.)			
Identify and understand persuasive elements	✔	✔	✔
Identify bias	✔	✔	✔
Make generalizations	✔	✔	✔
Make judgments	✔	✔	✔
Support judgments/assertions	✔	✔	✔
Synthesize information within texts	✔	✔	✔
Synthesize information across texts	✔	✔	✔
Purposes for Reading			
Read for enjoyment	✔	✔	✔
Read for information	✔	✔	✔
Read independently and with others	✔	✔	✔
Set and follow purpose for reading	✔	✔	✔
Self-select reading materials	✔	✔	✔
Reading Behaviors			
Connect text to content areas, such as math, social studies, and science	✔	✔	✔
Connect text to self	✔	✔	✔
Connect text to texts	✔	✔	✔
Connect text to world	✔	✔	✔
Mark text while reading	✔	✔	✔
Paraphrase while reading	✔	✔	✔
Preview the text	✔	✔	✔
Read across texts	✔	✔	✔
Read texts of different genres on the same topic	✔	✔	✔
Read texts that increase in difficulty/complexity	✔	✔	✔
Relate literary works to historical context	✔	✔	✔
Use metacognitive reading strategies	✔	✔	✔
Build mental models	✔	✔	✔
Clarify	✔	✔	✔
Make connections	✔	✔	✔
Make inferences	✔	✔	✔
Predict	✔	✔	✔
Question	✔	✔	✔
Self-monitor	✔	✔	✔
Summarize	✔	✔	✔
Visualize/make mental images	✔	✔	✔
Use prereading strategies	✔	✔	✔
Participate in interactive reading, writing, and collaboration routines	✔	✔	✔
Choral Reading	✔	✔	✔
Entrance Ticket	✔	✔	✔

RFP ED10-0039

School Improvement District Turnaround Providers
Alternate Operations Plan Interventions, School Restart and External Providers

	COURSE I	COURSE II	COURSE III
Reading Behaviors (Cont.)			
Exit Ticket	✔	✔	✔
Give One–Get One	✔	✔	✔
Idea Wave	✔	✔	✔
Independent Reading	✔	✔	✔
Jigsaw Groups	✔	✔	✔
Mantle of the Expert	✔	✔	✔
Modeled Reading	✔	✔	✔
Oral Cloze Reading	✔	✔	✔
Partner Reading	✔	✔	✔
Peer Feedback	✔	✔	✔
Questioning Circle	✔	✔	✔
QuickWrites	✔	✔	✔
Socratic Seminar	✔	✔	✔
Vocabulary	✔	✔	✔
Think (Write)-Pair-Share	✔	✔	✔
Writing on Demand	✔	✔	✔
Navigating Informational Text			
Analyze illustrations and visuals	✔	✔	✔
Analyze text structure types	✔	✔	✔
Cause and effect	✔	✔	✔
Chronological/sequence	✔	✔	✔
Compare and contrast	✔	✔	✔
Description/definition	✔	✔	✔
Problem and solution	✔	✔	✔
Proposition/argument and support	✔	✔	✔
Question and answer/interview	✔	✔	✔
Evaluate an argument	✔	✔	✔
Evaluate evidence	✔	✔	✔
Identify author's perspective	✔	✔	✔
Identify author's purpose	✔	✔	✔
Interpret data/statistics	✔	✔	✔
Recognize primary sources	✔	✔	✔
Understand genre	✔	✔	✔
Understand graphic representation	✔	✔	✔
Understand process/procedures	✔	✔	✔
Understand text features	✔	✔	✔
Bolded and italic typeface	✔	✔	✔
Byline	✔		
Charts/graphs	✔	✔	✔
Dateline	✔		

	COURSE I	COURSE II	COURSE III
Navigating Informational Text (Cont.)			
Diagram	✔	✔	✔
Differing fonts	✔	✔	✔
Headings and subheadings	✔	✔	✔
Headline/title	✔	✔	✔
Illustration/drawings	✔	✔	✔
Maps	✔	✔	✔
Photos and captions/labels	✔	✔	✔
Table	✔	✔	✔
Time Line	✔	✔	✔
Informational Genres **Students will identify and read a variety of informational text, including:**			
Advertisement	✔	✔	✔
Autobiography	✔		✔
Biography	✔	✔	
Blog	✔	✔	✔
Brochure		✔	
Business letter	✔	✔	✔
Case study	✔	✔	✔
Correspondence			✔
Debate	✔	✔	✔
Digital media	✔	✔	✔
Documentary transcript		✔	
Editorial			✔
Essay	✔	✔	✔
Exhibition catalog		✔	
Feature article/news feature	✔	✔	✔
Fine art/art and design	✔		✔
Forms and applications	✔	✔	✔
Infographics	✔	✔	✔
Interview	✔	✔	✔
Magazine article	✔	✔	✔
Memo	✔	✔	✔
Newspaper article	✔	✔	✔
Online article/electronic texts	✔	✔	✔
Pamphlet	✔	✔	✔
Photo essay	✔		✔
Posters and signs	✔	✔	✔
Press release	✔	✔	✔
Primary sources	✔	✔	✔
Historical documents/foundational documents		✔	✔
Procedural text/advice	✔	✔	✔

	COURSE I	COURSE II	COURSE III
Informational Genres (Cont.)			
Profile	✔	✔	✔
Résumé	✔	✔	✔
Science feature/text	✔	✔	✔
Social Studies text	✔	✔	✔
Web site	✔	✔	✔
Elements of Literature **Students will understand the importance of a variety of literary elements, including:**			
Anecdote		✔	
Author's perspective	✔	✔	✔
Author's purpose	✔	✔	✔
Author's style	✔	✔	✔
Character	✔	✔	✔
Dynamic/static	✔	✔	
Interaction	✔	✔	✔
Motivation	✔	✔	✔
Traits	✔	✔	✔
Conflict	✔	✔	✔
Internal and external	✔	✔	✔
Major versus minor	✔	✔	✔
Resolution	✔	✔	✔
Context	✔	✔	✔
Connotation	✔	✔	✔
Denotation	✔	✔	✔
Description	✔	✔	✔
Dialogue	✔	✔	✔
Drama	✔	✔	✔
Acts	✔	✔	✔
Dialogue	✔	✔	✔
Narrator	✔	✔	✔
Scenes	✔	✔	✔
Setting	✔	✔	✔
Stage directions	✔	✔	✔
End rhyme	✔	✔	
Historical context	✔	✔	✔
Irony	✔		✔
Meter		✔	✔
Mood	✔	✔	✔
Narrator	✔	✔	✔
Plot	✔	✔	✔
Climax		✔	
Exposition		✔	

	COURSE I	COURSE II	COURSE III
Elements of Literature (Cont.)			
Falling action (resolution)		✔	✔
Rising action		✔	
Poetry	✔	✔	✔
Elegy			✔
Free verse	✔	✔	✔
Lyric	✔	✔	
Narrative	✔	✔	
Prose	✔	✔	
Refrain	✔		
Rhyme	✔	✔	✔
Approximate		✔	
Perfect		✔	
Rhyme scheme		✔	
Rhythm	✔	✔	✔
Setting	✔	✔	✔
Speaker		✔	✔
Stanza	✔	✔	✔
Symbols	✔	✔	
Tone	✔	✔	✔
Universal themes	✔	✔	✔
Writer's voice/craft	✔	✔	✔
Literary Devices **Students will understand the purpose of a variety of literary devices, including:**			
Alliteration	✔		✔
Allusion			✔
Analogy			✔
Characterization	✔	✔	✔
Direct	✔	✔	✔
Indirect	✔	✔	✔
Figurative language	✔	✔	✔
Flashback	✔		✔
Foreshadowing	✔	✔	✔
Imagery	✔	✔	✔
Idioms	✔	✔	✔
Metaphor	✔	✔	✔
Narration	✔	✔	✔
Onomatopoeia	✔	✔	✔
Personification	✔	✔	✔
Persuasion	✔	✔	✔
Point of view	✔	✔	✔
First person point of view	✔	✔	✔

	COURSE I	COURSE II	COURSE III
Literary Devices (Cont.)			
Third person point of view	✔	✔	✔
Repetition	✔	✔	✔
Simile	✔	✔	✔
Suspense		✔	✔
Symbolism	✔	✔	✔
Vernacular		✔	
Voice		✔	✔
Literary Genres **Students will identify and read a variety of literary texts, including:**			
Adventure		✔	✔
Diary excerpt/journal			✔
Editorial cartoons		✔	
Epic	✔		
Fable/legend/myth	✔	✔	✔
Film	✔	✔	✔
Folktale	✔		
Graphic novel	✔	✔	✔
Historical fiction	✔	✔	✔
Horror/suspense	✔	✔	
Humor/satire	✔	✔	✔
Letters/correspondence		✔	✔
Memoir	✔	✔	✔
Mystery	✔		
Nonfiction narrative	✔	✔	✔
Novel excerpt		✔	✔
Personal narrative	✔	✔	✔
Play	✔	✔	✔
Poetry/song lyrics	✔	✔	✔
Realistic fiction	✔	✔	✔
Science fiction/fantasy	✔	✔	✔
Short story	✔	✔	✔
Speech		✔	✔
Travel memoir		✔	✔
Literary Response and Analysis			
Explain preferences related to a reading selection	✔	✔	✔
Relate texts to social issues	✔	✔	✔
Respond to texts through discussion	✔	✔	✔
Support a position through debate	✔	✔	✔
Respond to texts through writing	✔	✔	✔
Support responses to texts by referring to relevant aspects of text and own experience	✔	✔	✔

	COURSE I	COURSE II	COURSE III
Vocabulary and Word Analysis Instruction in word analysis and vocabulary development guides students to identify and use word knowledge and to build their vocabulary through listening, speaking, reading, and writing.			
Word Analysis			
Identify acronyms			✔
Identify and understand words from world languages	✔	✔	✔
Identify and use affixes	✔	✔	✔
Identify and use antonyms	✔	✔	✔
Identify and use figurative language	✔	✔	✔
Identify and use multiple-meaning words	✔	✔	✔
Identify and use prefixes	✔	✔	✔
Identify and use suffixes	✔	✔	✔
Adjective suffixes	✔	✔	✔
Adverb suffixes	✔	✔	
Noun suffixes			✔
Identify and use synonyms	✔	✔	✔
Identify base words	✔	✔	✔
Identify context clues	✔	✔	✔
Definition and restatement	✔	✔	✔
Synonyms and antonyms	✔	✔	✔
Textual example	✔	✔	✔
Identify homophones	✔	✔	
Identify idioms	✔	✔	✔
Identify parts of speech	✔	✔	✔
Identify word families	✔	✔	✔
Understand connotation	✔	✔	✔
Understand denotation	✔	✔	✔
Understand Greek roots	✔	✔	✔
Understand Latin roots	✔	✔	✔
Understand syntax	✔	✔	✔
Understand word origins/etymology	✔	✔	✔
Use a dictionary/glossary	✔	✔	✔
Use syllabication	✔	✔	✔
Vocabulary Study			
Academic words	✔	✔	✔
Content area words	✔	✔	✔
Expert words	✔	✔	✔
Selection words	✔	✔	✔

	COURSE I	COURSE II	COURSE III
Oral and Silent Reading Fluency			
Fluency instruction emphasizes accuracy, appropriate rate, and prosody.			
Read with natural and consistent pace	✔	✔	✔
Read with expression	✔	✔	✔
Build automaticity	✔	✔	✔
Participate in choral reading, readers theater, and recitation	✔	✔	✔
Participate in phrase-cued readings	✔	✔	✔
Engage in repeated readings	✔	✔	✔
Use correct phrasing	✔	✔	✔
Listen to modeled fluent reading	✔	✔	✔
Engage in repeated timed readings	✔	✔	✔
Adjust reading rate	✔	✔	✔
Self-correct reading difficulties	✔	✔	✔
Listening, Speaking, and Viewing			
Comprehension			
Ask questions for clarification and understanding	✔	✔	✔
Connect prior knowledge to speaker's message	✔	✔	✔
Determine the purpose for listening	✔	✔	✔
Evaluate speaker's message	✔	✔	✔
Explain or clarify information orally	✔	✔	✔
Give and follow oral instructions	✔	✔	✔
Listen for a variety of purposes	✔	✔	✔
Listen to fluent reading models	✔	✔	✔
Listen to stories and nonfiction read aloud	✔	✔	✔
Orally retell and summarize texts	✔	✔	✔
Retell, paraphrase, and explain information that has been shared orally	✔	✔	✔
Use strategies for active listening	✔	✔	✔
Oral Communication			
Develop oral vocabulary through listening and repetition	✔	✔	✔
Give, restate, and follow directions	✔	✔	✔
Orally describe and explain experiences, ideas, and opinions	✔	✔	✔
Organize ideas and information for oral presentation	✔	✔	✔
Provide peer feedback	✔	✔	✔
Recount experiences in a logical sequence	✔	✔	✔
Report on a topic	✔	✔	✔
Speak clearly and at an appropriate pace	✔	✔	✔
Speak for different purposes and audiences	✔	✔	✔
Speak to share information and views	✔	✔	✔
Stay on topic	✔	✔	✔
Support spoken messages with evidence	✔	✔	✔
Use academic language in oral communication	✔	✔	✔

	COURSE I	COURSE II	COURSE III
Oral Communication (Cont.)			
Use clear and specific vocabulary	✔	✔	✔
Use props and varied media in oral presentation	✔	✔	✔
Use standard classroom English in oral communication	✔	✔	✔
Use strategies to engage audience	✔	✔	✔
Use traditional structures to convey information	✔	✔	✔
Analysis and Evaluation of Oral and Media Communications			
Compare points of view when responding to media messages	✔	✔	✔
Distinguish between fact and opinion in media messages	✔	✔	✔
Recognize persuasive techniques in the media	✔	✔	✔
Use strategies for active viewing	✔	✔	✔
View and interpret visual media	✔	✔	✔
View varied media for a variety of purposes	✔	✔	✔

21st Century Learning

21st Century learning focuses on the educational, career, and life skills that students must possess to become prepared to successfully navigate through an ever-changing, dynamic, and technology-oriented world.

	COURSE I	COURSE II	COURSE III
Communication and Collaboration			
Ask questions	✔	✔	✔
Build effective teams	✔	✔	✔
Conduct an interview	✔	✔	✔
Create a pamphlet	✔	✔	✔
Deliver a multimedia presentation	✔	✔	✔
Deliver speeches	✔	✔	✔
Design visual aids			✔
Establish group roles and rules	✔	✔	✔
Hold a debate	✔	✔	✔
Listen effectively	✔	✔	✔
Plan and organize group discussions	✔	✔	✔
Reach consensus	✔	✔	✔
Resolve conflict	✔	✔	✔
Share feedback	✔	✔	✔
Use telephone etiquette	✔	✔	✔
Creativity and Innovation			
Brainstorm	✔	✔	✔
Create a comic strip	✔	✔	✔
Create a game	✔	✔	✔
Create a script	✔	✔	✔
Create a storyboard	✔	✔	✔
Create an ad/marketing campaign	✔	✔	✔
Mind map	✔	✔	✔
Practice visual design basics	✔	✔	✔

	COURSE I	COURSE II	COURSE III
Creativity and Innovation (Cont.)			
Produce a class magazine or newspaper	✔	✔	✔
Protect new ideas	✔	✔	✔
Think like an inventor	✔	✔	✔
Use a story map	✔	✔	✔
Use digital photography	✔	✔	✔
Write creatively	✔	✔	✔
Critical Thinking and Problem Solving			
Analyze arguments	✔	✔	✔
Analyze errors	✔	✔	✔
Analyze risk	✔	✔	✔
Ask questions	✔	✔	✔
Justify an argument	✔	✔	✔
Make decisions	✔	✔	✔
Role-play	✔	✔	✔
Set and use criteria	✔	✔	✔
Solve problems	✔	✔	✔
Understand multiple perspectives	✔	✔	✔
Use a pro-and-con chart	✔	✔	✔
Use the Socratic method of discussion	✔	✔	✔
Use SWOT analysis	✔	✔	✔
ICT (Information and Communication Technology) Literacy			
Create a podcast	✔	✔	✔
Create a slideshow	✔	✔	✔
Create spreadsheets	✔	✔	✔
Design a Web site	✔	✔	✔
Protect yourself on the Internet/Internet safety	✔	✔	✔
Recognize and stop cyberbullying	✔	✔	✔
Understand social networking do's and don'ts	✔	✔	✔
Use a Web browser	✔	✔	✔
Use a word processor	✔	✔	✔
Use and create blogs	✔	✔	✔
Use email etiquette	✔	✔	✔
Information and Media Literacy			
Analyze advertising techniques	✔	✔	✔
Analyze data	✔	✔	✔
Analyze images	✔	✔	✔
Analyze media messages	✔	✔	✔
Analyze primary sources	✔	✔	✔
Analyze stereotypes	✔	✔	✔
Avoid plagiarism	✔	✔	✔
Cite sources	✔	✔	✔

	COURSE I	COURSE II	COURSE III
Information and Media Literacy (Cont.)			
Classify information	✔	✔	✔
Develop a research plan	✔	✔	✔
Evaluate the news	✔	✔	✔
Evaluate sources	✔	✔	✔
Gather data	✔	✔	✔
Use digital photography	✔	✔	✔
Write creatively	✔	✔	✔
Interpret political messages	✔	✔	✔
Organize information	✔	✔	✔
Review/critique a film or TV show	✔	✔	✔
Take notes	✔	✔	✔
Understand persuasive techniques	✔	✔	✔
Use outlines	✔	✔	✔
Use visuals	✔	✔	✔
College, Workplace, Study, and Life Skills			
Find mentors	✔	✔	✔
Improve memory	✔	✔	✔
Lead a team	✔	✔	✔
Make and implement plans	✔	✔	✔
Manage personal finances	✔	✔	✔
Plan an event	✔	✔	✔
Practice job and college interview techniques	✔	✔	✔
Set goals and determine priorities	✔	✔	✔
Survey interests and skills	✔	✔	✔
Use a variety of study skills	✔	✔	✔
Use time management	✔	✔	✔
Write a memo	✔	✔	✔
Write a press release	✔	✔	✔
Write a résumé	✔	✔	✔
Write business letters	✔	✔	✔
Career Literacy **Students explore careers within a variety of career clusters, drawn from the States' Career Clusters Initiative (SCCI), including:**			
Careers in Agriculture, Food, and Natural Resources	✔	✔	✔
Careers in Architecture and Construction	✔	✔	✔
Careers in Arts, A/V Technology, and Communications	✔	✔	✔
Careers in Business, Management, and Administration	✔	✔	✔
Careers in Education and Training	✔	✔	✔
Careers in Finance	✔	✔	✔
Careers in Government and Public Administration	✔	✔	✔
Careers in Health Science	✔	✔	✔

	COURSE I	COURSE II	COURSE III
Career Literacy (Cont.)			
Careers in Hospitality and Tourism	✔	✔	✔
Careers in Human Services	✔	✔	✔
Careers in Information Technology	✔	✔	✔
Careers in Law, Public Safety, Corrections, and Security	✔	✔	✔
Careers in Manufacturing	✔	✔	✔
Careers in Marketing	✔	✔	✔
Careers in Science, Technology, Engineering, and Mathematics	✔	✔	✔
Careers in Transportation, Distribution, and Logistics	✔	✔	✔

Writing in the 21st Century

Writing in the 21st Century instruction teaches the fundamental traits of writing in a variety of genres, including traditional academic writing as well as 21st century formats, such as blogs, press releases, and emails.

Traits of Writing	COURSE I	COURSE II	COURSE III
Ideas	✔	✔	✔
Find a topic	✔	✔	✔
Focus the topic	✔	✔	✔
Use details	✔	✔	✔
Organization	✔	✔	✔
Create the lead	✔	✔	✔
Use sequence words and transition words	✔	✔	✔
Structure the body	✔	✔	✔
End with a sense of resolution	✔	✔	✔
Voice	✔	✔	✔
Establish a tone	✔	✔	✔
Convey the purpose	✔	✔	✔
Create a connection to the audience	✔	✔	✔
Take risks to create voice	✔	✔	✔
Word Choice	✔	✔	✔
Apply strong verbs	✔	✔	✔
Select striking words and phrases	✔	✔	✔
Choose words that deepen meaning	✔	✔	✔
Use specific and accurate words	✔	✔	✔
Sentence Fluency	✔	✔	✔
Craft well-built sentences	✔	✔	✔
Vary sentence types	✔	✔	✔
Capture smooth and rhythmic flow	✔	✔	✔
Break the rules to create fluency	✔	✔	✔
Conventions	✔	✔	✔
Check spelling	✔	✔	✔
Punctuate effectively and paragraph accurately	✔	✔	✔
Capitalize correctly	✔	✔	✔

	COURSE I	COURSE II	COURSE III
Traits of Writing (Cont.)			
Apply grammar and usage	✔	✔	✔
Presentation	✔	✔	✔
Apply handwriting skills	✔	✔	✔
Use word processing effectively	✔	✔	✔
Make good use of white space	✔	✔	✔
Refine text features	✔	✔	✔
Prewriting Skills and Strategies			
Brainstorm and generate ideas	✔	✔	✔
Choose appropriate prewriting techniques	✔	✔	✔
Create an outline	✔	✔	✔
Develop a thesis statement	✔	✔	✔
Writing Skills and Strategies			
Apply correct conventions of various genres	✔	✔	✔
Cite sources properly	✔	✔	✔
Construct a bibliography/works cited	✔	✔	✔
Employ counterarguments to strengthen arguments	✔	✔	✔
Expand writing to include images and/or multimedia	✔	✔	✔
Practice sentence fluency	✔	✔	✔
Understand and write for different audiences	✔	✔	✔
Understand publishing options	✔	✔	✔
Use headings and subheadings to organize information	✔	✔	✔
Use persuasive techniques	✔	✔	✔
Write multiple drafts	✔	✔	✔
Write on demand/free write	✔	✔	✔
Proofreading and Revision Skills and Strategies			
Evaluate peer writing	✔	✔	✔
Proofread own and peer's writing	✔	✔	✔
Revise at sentence, paragraph, and essay level	✔	✔	✔
Revise for content	✔	✔	✔
Revise for grammar and punctuation	✔	✔	✔
Revise for structure	✔	✔	✔
Revise with technology	✔	✔	✔
Grammar, Usage, and Mechanics **Students learn and practice key grammar, usage, and mechanics concepts to improve their writing, including:**			
Adjectives and adverbs	✔	✔	✔
Capitalization	✔	✔	✔
Phrases and Clauses	✔	✔	✔
Appositive phrases	✔		
Dependent clauses			✔
Gerund phrases			✔

	COURSE I	COURSE II	COURSE III
Grammar, Usage, and Mechanics (Cont.)			
Infinitive phrases		✔	
Participial phrases		✔	
Prepositional phrases	✔		
Subordinate clauses	✔	✔	✔
Colons and semicolons	✔	✔	✔
Combining sentences	✔	✔	✔
Commas with phrases and clauses	✔	✔	✔
Common grammar and usage confusions	✔	✔	✔
Common spelling errors	✔	✔	✔
Contractions	✔	✔	✔
End punctuation marks	✔	✔	✔
Irregular verb tense	✔	✔	✔
Modifiers		✔	✔
Nouns	✔	✔	✔
Abstract/concrete		✔	
Collective/possessive			✔
Possessive/plural	✔	✔	✔
Noun/verb agreement	✔	✔	✔
Pronoun use	✔	✔	✔
Indefinite pronouns			✔
Object pronouns	✔	✔	
Possessive pronouns	✔	✔	
Reflexive pronouns			✔
Subject pronouns	✔	✔	
Quotation marks	✔	✔	✔
Run-on sentences	✔	✔	✔
Sentence fragments	✔	✔	✔
Subject and predicate	✔	✔	✔
Subject/verb agreement	✔	✔	✔
Writing Types			
Narrative writing	✔	✔	✔
Creative response	✔	✔	✔
Dramatic scene			✔
Fictional narrative	✔	✔	✔
Film or television script		✔	✔
Personal narrative	✔	✔	✔
Poetry	✔	✔	✔
Radio script		✔	✔
Role-playing script			✔
Song lyrics			✔
Storyboard	✔	✔	✔

Writing Types (Cont.)	COURSE I	COURSE II	COURSE III
Expository writing	✔	✔	✔
Analytical/informational essay	✔	✔	✔
Blog entry	✔	✔	✔
Cause-and-effect essay	✔	✔	✔
Compare-and-contrast essay	✔	✔	✔
Descriptive paragraph	✔	✔	✔
Editorial		✔	
Email	✔	✔	✔
Film or television review/critique	✔	✔	✔
Guide	✔		✔
Interview questions	✔	✔	✔
Interview transcript		✔	
Journal entry	✔	✔	✔
Literary analysis	✔	✔	✔
Literary response essay	✔	✔	✔
Magazine article	✔	✔	✔
Memo	✔	✔	✔
Multimedia presentation	✔	✔	✔
Newspaper article	✔	✔	✔
Pamphlet	✔	✔	✔
Personal letter	✔	✔	✔
Personal response	✔	✔	✔
Podcast	✔	✔	✔
Press release	✔	✔	✔
Problem-and-solution essay	✔	✔	✔
Reflective response	✔	✔	✔
Research paper/report	✔	✔	✔
Summary	✔	✔	✔
Survey	✔	✔	
Time Line	✔	✔	✔
Web page plan	✔	✔	✔
Persuasive Writing	✔	✔	✔
Advertisement	✔	✔	✔
Advertisement script		✔	✔
Persuasive argument	✔	✔	✔
Persuasive/argumentative essay	✔	✔	✔
Poster		✔	✔
Proposal			✔
Résumé	✔	✔	✔
Speech	✔	✔	✔

	COURSE I	COURSE II	COURSE III
Language Development (See also Vocabulary and Word Development, Listening, Speaking, and Viewing, and Grammar, Usage, and Mechanics) English learners fully participate in the comprehensive English-Language Arts curriculum. In addition, special focus is placed on key academic language, oral language, and transferable and non-transferable skills and strategies.			
Strategies for Language Development			
Adapt speaking to purpose, audience, and subject matter	✔	✔	✔
Analyze compare-and-contrast questions	✔	✔	✔
Analyze sequence of events	✔	✔	✔
Ask questions for clarification and understanding	✔	✔	✔
Build reading and oral fluency	✔	✔	✔
Describe and explain experiences, ideas, and opinions	✔	✔	✔
Describe problem and solution	✔	✔	✔
Explain or clarify information	✔	✔	✔
Explore alternate ways of saying things	✔	✔	✔
Give, restate, and follow oral instructions	✔	✔	✔
Identify and understand language patterns	✔	✔	✔
Identify and use suffixes and prefixes	✔	✔	✔
Identify, understand, and demonstrate idioms	✔	✔	✔
Justify inferences	✔	✔	✔
Listen to and imitate fluent models	✔	✔	✔
Participate in scaffolded discussions	✔	✔	✔
Participate in social conversations	✔	✔	✔
Practice new language	✔	✔	✔
Prepare and deliver oral presentations	✔	✔	✔
Read aloud and define words presented in literature and content area texts	✔	✔	✔
Read aloud with appropriate pacing and intonation	✔	✔	✔
Read paragraphs and passages independently	✔	✔	✔
Recite songs and poems	✔	✔	✔
Recognize and understand figurative language	✔	✔	✔
Recognize and understand metaphors	✔	✔	✔
Recognize and understand synonyms and antonyms	✔	✔	✔
Respond to texts through discussion	✔	✔	✔
Retell, paraphrase, and explain information that has been shared orally	✔	✔	✔
Retell and summarize texts	✔	✔	✔
Self-monitor and self-correct language use	✔	✔	✔
Summarize important details	✔	✔	✔
Understand how affixes change word meanings	✔	✔	✔
Understand multiple-meaning words	✔	✔	✔
Understand sentence construction	✔	✔	✔
Use academic language in oral and written communication	✔	✔	✔

	COURSE I	COURSE II	COURSE III
Strategies for Language Development (Cont.)			
Use appropriate vocabulary to show sequence while writing	✔	✔	✔
Use academic language	✔	✔	✔
Use content area knowledge to build meaning	✔	✔	✔
Use English/Spanish cognates to develop word meaning	✔	✔	✔
Use formal and informal language	✔	✔	✔
Use graphic organizers to support comprehension	✔	✔	✔
Use social language	✔	✔	✔
Use traditional structures to convey information	✔	✔	✔
Use visual images to build meaning	✔	✔	✔
Use vocabulary to share information and news	✔	✔	✔
Use vocabulary to communicate needs	✔	✔	✔
Vocabulary Contexts Students develop receptive and expressive oral language skills, with an emphasis on academic vocabulary, situated in the classroom and across a variety of disciplines, including:			
Art	✔	✔	✔
Architecture	✔	✔	✔
Clothing and fashion			✔
Fine art and design		✔	✔
Writing	✔	✔	✔
Education and College/Career Preparation	✔	✔	✔
Career exploration	✔	✔	✔
College preparation		✔	✔
Goal-setting	✔	✔	✔
School and classroom	✔	✔	✔
Science	✔	✔	✔
Astronomy and space exploration			✔
Biology and health	✔	✔	
Computers and technology	✔	✔	✔
Ecology and conservation	✔	✔	✔
Invention, experimentation, and research	✔	✔	✔
Weather and meteorology		✔	
Zoology and animal behavior	✔		
Social Studies	✔	✔	✔
Citizenship (local, national, and global)	✔	✔	✔
Community and national activism	✔	✔	✔
Geography and exploration/travel	✔	✔	✔
Historical events	✔	✔	✔
Immigration	✔	✔	✔
Politics and economics	✔	✔	✔
News/media	✔	✔	✔
Sports and athletics	✔	✔	✔

	COURSE I	COURSE II	COURSE III
Pronunciation and Inflection			
Emphasize syllables and words accurately	✔	✔	✔
Compare word articulation to a fluent model	✔	✔	✔
Distinguish English sounds	✔	✔	✔
Identify and correctly use easily confused words	✔	✔	✔
Identify and use inflection in rhythms and rhyme	✔	✔	✔
Use accurate pronunciation and inflection	✔	✔	✔
Use appropriate inflection to convey meaning	✔	✔	✔
Use common phonemes	✔	✔	✔
Research and Study Skills			
Ask effective research questions	✔	✔	✔
Create a research plan	✔	✔	✔
Develop a thesis statement	✔	✔	✔
Evaluate information	✔	✔	✔
Gather, organize, and present data	✔	✔	✔
Identify and evaluate sources	✔	✔	✔
Identify bias	✔	✔	✔
Interpret and produce visual aids	✔	✔	✔
Interpret information	✔	✔	✔
Set and follow benchmarks	✔	✔	✔
Skim and scan for information	✔	✔	✔
Synthesize information from multiple sources	✔	✔	✔
Take notes using a variety of techniques	✔	✔	✔
Understand and interpret primary sources	✔	✔	✔
Use a dictionary/thesaurus/glossary	✔	✔	✔
Use strategies for locating data	✔	✔	✔
Test-Taking Strategies			
Answer multiple choice	✔	✔	✔
Identify literal and interpretive questions	✔	✔	✔
Justify and check answers	✔	✔	✔
Make an educated guess	✔	✔	✔
Preview questions	✔	✔	✔
Produce short answers (constructed responses)	✔	✔	✔
Respond to short and long writing prompts	✔	✔	✔
Restate the question	✔	✔	✔
Use cue words	✔	✔	✔
Use text evidence	✔	✔	✔

	COURSE I	COURSE II	COURSE III
Content Area Connections **Instruction throughout Expert 21 is based around key content areas, including:**			
Astronomy and space exploration	✔	✔	✔
Career exploration and goal planning	✔	✔	✔
Civics and government	✔	✔	✔
Civilizations (ancient, contemporary, and future)	✔	✔	✔
College preparation	✔	✔	✔
Computers and the Internet	✔	✔	✔
Earth Science	✔	✔	✔
Ecology and conservation	✔	✔	✔
Economics and financial literacy	✔	✔	✔
Global Literacy	✔	✔	✔
Life Science	✔	✔	✔
Mathematics and statistics	✔	✔	✔
Media Literacy	✔	✔	✔
Physical Science	✔	✔	✔
Sports and athletics	✔	✔	✔
Technology and engineering	✔	✔	✔
Travel and exploration	✔	✔	✔
U.S. History	✔	✔	✔
U.S. Literature	✔	✔	✔
Visual and performing arts	✔	✔	✔
World Cultures	✔	✔	✔
World Geography	✔	✔	✔
World History	✔	✔	✔
World Literature	✔	✔	✔

2. If a new curriculum is proposed, provide evidence that is research-proven.

READ 180

READ 180 is a scientifically research-based, intensive reading intervention program with a proven track record of delivering measurable learning gains to the older, struggling reader. The program is designed to accelerate reading achievement with students in upper elementary through high school who are seriously below level. *READ 180* was developed in collaboration with Vanderbilt University and is based on ten years of research by Dr. Ted Hasselbring. From 1994 through 1998 the program was tested in Orange County Public Schools in Orlando, Florida with over 10,000 students and was repeatedly proven to raise reading scores. Since 1998, the program has been used in over 14,000 thousand classrooms across the nation in all 50 states and has consistently proved to be successful in improving literacy skills in older struggling readers.

Results from third-party evaluations consistently show that students achieve significant growth on multiple measures of reading comprehension. For sites where comparison groups are available, the performance for students in *READ 180* is significantly greater than that of comparison groups. Furthermore, *READ 180* results reveal significant learning gains across subgroups including English-Language Learners, Special Education, African-American students and Native American students.

⚲ For more information about the research base and efficacy of *READ 180*, please see *The Heritage of READ 180 Research* and *The Compendium of READ 180 Research*, provided in Attachment 6.1 following Part A or
http://teacher.scholastic.com/products/read180/research/pdfs/Heritage_of_Research_EE.pdf
 and http://teacher.scholastic.com/products/read180/research/pdfs/R180_Research_compendium.pdf

System 44

The history of *System 44* begins with *READ 180*, an intensive reading intervention program launched in 1999 by Scholastic to address the challenges faced by older, struggling readers. The development of *READ 180* is described in depth in *A Heritage of READ 180 Research*. A core element underlying *READ 180* technology is the FASTT *(*Fluency and Automaticity through Systematic Teaching with Technology*)* model, the adaptive software algorithm that facilitates the transfer of effortful practice in short-term memory to stable, automatic, learned elements in long-term memory, by introducing manageable sets of items, providing repeated exposures, spacing review, and shortening response time.

Through research studies that demonstrate *READ 180*'s effectiveness in raising the achievement of struggling readers, such as the studies documented in the *Compendium of READ 180 Research*, it was possible to identify a sub-population of students who showed less significant growth than other *READ 180* students. This subset of students may have struggled with the reading comprehension instruction because they lacked the foundational phonological, decoding, and morphological skills necessary to progress in the face of increasingly challenging texts.

System 44 was built on formative research that evaluated the effectiveness of the FASTT model at the phoneme level. Formative research conducted during the development of *System 44* sought to determine whether the computer-based FASTT model can be used effectively to improve the decoding fluency of struggling adolescent readers. The researchers piloted the *System 44* prototype in a high school classroom of older, struggling readers in Miami, FL, during the fall of the 2004-2005 school year. After revisions to the prototype, the researchers implemented the refined version in a 5th-grade classroom in Franklin, Tennessee, during the 2005-2006 school year.

⚲ For more information about the research base and efficacy of *System 44*, please see the *System 44 Research Foundation Paper* and *System 44 Preliminary Evidence of Effectiveness*, provided in Attachment 6.1 following Part A or
http://teacher.scholastic.com/products/research/pdfs/E21_ResFoundations.pdf
 and http://teacher.scholastic.com/products/research/pdfs/S44_Formative_Singles.pdf

Expert 21

Expert 21 is a new kind of core English Language Arts curriculum designed to help students transition from READ 180 or to accelerate students from basic to proficient skill levels- an beyond- by preparing them with literacy expertise to thrive in the 21st century. Built on the best practices of *READ 180*, this comprehensive program engages students with modern, relevant, and on-level English Language Arts content. Supporting teacher-led instruction, students work in *Expert Space*, a web based digital curriculum and tool kit accessible anywhere students have internet access. In *Expert Space* students built content area knowledge in science and social studies, plan and complete projects and assignments. Scaffolds include leveled text, Spanish translations, and a read-aloud tool.

In addition to being correlated to AZ state standards, as a brand new English Language Arts program, *Expert 21* is in full alignment with the Common Core Standards for Grades 6-9. The full correlation is available online http://teacher.scholastic.com/products/expert21/funding.htm and a sample page follows.

Expert 21 – Course I, Vol. 1 & 2 – Scholastic Inc., Correlated to
Common Core State Standards Initiative, English Language Arts: Grade 6

College and Career Readiness Standards for Reading The grades 6–12 standards on the following pages define what students should understand and be able to do in each grade and build toward the ten College and Career Readiness Standards.	
Key Ideas and Details	
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	SB Vol. 1, pgs 94, 97, 99, 101, 103, 105, 107, T22-T23 TE Vol. 1, pgs 94, 97, 99, 101, 103, 105, 107, T22-T23
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	SB Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; SB Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296 TE Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; TE Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296
3. Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text.	SB Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; SB Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296 TE Vol. 1, pgs. 8, 18, 30, 34, 46, 56, 82, 94, 108, 112, 122, 132, 158, 170, 182, 186, 200, 210, 236, 248, 256, 260, 270, 284; TE Vol. 2, pgs. 8, 16, 32, 36, 46, 60, 86, 92, 108, 112, 120, 136, 164, 178, 190, 194, 206, 220, 246, 258, 272, 276, 284, 296
Craft and Structure	
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.	SB Vol. 1, pgs. 261, 265, 271, 274, 279; SB Vol. 2, pgs. 37, 41, 47, 51, 55 TE Vol. 1, pgs 261, 271, 284; TE Vol. 2, pgs. 37, 41, 47, 51, 55

    For more information about the research base, please see *Expert 21 Research Foundation Paper* and *Expert Space Digital Curriculum & Tools for the 21st Century Effective Web-Based Learning Environments: A Literature Review*, provided in Attachment 6.1 following Part A or http://teacher.scholastic.com/products/digital_curriculum/expertspace/ES_Research_Ppr_FINAL.pdf and http://teacher.scholastic.com/products/expert21/

   3. Copy of the form(s) used to provide feedback to instructors on effective practices.

The following is a basic sample form used to provide feedback to instructors using *System 44*. A sample form specific to READ 180 use is also included. SSIS professionals will work with districts to develop specific evaluation forms based on specific needs determined in the needs assessment.

SCHOLASTIC

Classroom Coaching Form

District Name		Coach		
School Name		Visit Date		
Teacher		Length of Visit (min)		
System 44						

Assessment Summary (content and performance needs, trends)

Successes	Suggestions

Goals (prioritized needs, 1-2 targets)

Action Plan (timeline, specific tasks, support)

Who	Action	Target Date

Follow-up visit (review/reflect) _____

Classroom Implementation and Instructional Review

Teacher:

Date:

     ☐ Qtr. 1   ☐ Qtr. 2   ☐ Qtr. 3   ☐ Qtr. 4

Observer:

Overall Instructional Proficiency	
☐	Expert (53 – 60 points)
☐	Practitioner (42 - 52 points)
☐	Apprentice (31 – 41 points)
☐	Novice (0 – 30 points)

Part I: School-Level Fidelity Indicators ~ Not Factored Into Overall Classroom Fidelity Levels

On-Model	If not on-model, indicate challenge:
☐ Class schedule is an average of 90-120 minutes daily	☐ Daily, but less than 90 minutes ☐ Block schedule (90 minutes every other day) ☐ Other: _____
☐ Class size is 21 or less	☐ # ____ of classes over 21; largest class size: _____
☐ READ 180 print materials accessible to teachers and students	☐ Sharing a stage ☐ Full stage, but missing some materials ☐ No print materials available
☐ All computers (for 1/3 of class) accessible and functioning	☐ # ____ Need hardware maintenance ☐ # ____ Need software maintenance
☐ All auxiliary equipment accessible and functioning	☐ Need # ____ headphones ☐ Need # ____ microphones ☐ Need # ____ CD players/cassettes

Professional Development completed	
☐ Day 1 Training	☐ Seminar
☐ Day 2 Training	☐ Cadre
☐ RED Online Course Completed	☐ Other:

Instructional Fidelity Indicators

Classroom Structure and Organization	Level of proficiency			Examples of success (including, but not limited to)
	Fully	Partial	None	
	2	1	0	
Classroom setup has designated appropriate rotational space, allowing for ease of movement				• Designated areas for each rotation • "One-way" flow of traffic • Teacher placed to view all rotations
Classroom is welcoming and print-rich				• READ 180 posters and word walls evident • Posted rituals and routines • Classroom theme • Music during transitions
Materials and equipment are orderly and accessible to teacher and students				• Organizational system for student materials • Student library organized and Lexiled • System for keeping track of student work
All rotations are timed appropriately with smooth transitions				• use of timer or clock • Evidence of transition routines • Rituals for students putting materials away
During conference with teacher: Evidence of teacher providing students with performance feedback and goal-setting				• SAM reports pulled regularly • System established for conferencing • Use of rBook or other documentation for goal-setting
POINTS EARNED:	0	0	0	TOTAL POINTS EARNED: 0

NOTES:

Whole-Group Instruction	Level of proficiency			Examples of success (Including, but not limited to)
	Fully	Partial	None	
	2	1	0	
Teacher using lesson plans from rBook, RDI, or other related materials that appropriately extend rBook lessons				• Evidence of use of rBook engagement routines • Use of sentence starters and other scaffolds • During checkpoints, non-rBook lesson extensions are tied thematically or by skill
Teacher actively involving all students in lesson				• Evidence of use of rBook engagement routines • Use of sentence starters and other scaffolds • Differentiated scaffolding based on student need
Students incorporating scaffolded written responses to rBook lesson				• Written responses in rBook or notebook • Written responses use sentence starters or other scaffolds
Teacher and students using Anchor DVD at appropriate times				• Anchor DVD used at beginning of workshop • Anchor DVD used before each reading • Students complete viewing activities
Wrap-Up (last 10 minutes) is apparent and purposeful				• Time given for Wrap-Up • Possible activities include: assign homework, student recognition, read aloud, student presentations, etc.
POINTS EARNED:	0	0	0	TOTAL POINTS EARNED: 0

NOTES:

Small-Group Instruction	Level of proficiency			Examples of success (Including, but not limited to)
	Fully	Partial	None	
	2	1	0	
Teacher using lesson plans from rBook, RDI, or other related materials that appropriately extend rBook lessons				• Evidence of use of rBook engagement routines • Use of sentence starters and other scaffolds • During checkpoints, non-rBook lesson extensions are tied thematically or by skill
Teacher individually checks for understanding and provides feedback				• Immediate verbal feedback • Written feedback given in rBook or student journals (i.e. grades, notes, teacher initials, etc.)
Students incorporating scaffolded written responses to rBook lesson				• Written responses in rBook or notebook • Written responses use sentence starters or other scaffolds
Teacher stops at checkpoints and uses resources to differentiate instruction				• Student groupings are posted • Teacher gives different assignments to each group, based on need using RDIs • Teacher differentiates instruction for 1-5 days
During conference with teacher: Students grouped based on data and instructional needs				• Use of SAM data to group students • Use of anecdotal evidence to group students • Teacher re-groups based on instructional needs
POINTS EARNED:	0	0	0	TOTAL POINTS EARNED: 0

NOTES:

Independent Reading Rotation	Level of proficiency			Examples of success (Including, but not limited to)
	Fully 2	Partial 1	None 0	
Students are choosing appropriate books based on their reading abilities and interests				• Students can state their Lexiled reading level • Students choose appropriately leveled books • Students articulate interest in book they are reading
Paperbacks and audiobooks are organized and accessible for student use				• Paperbacks organized by Lexile level • Classroom library poster posted • Non-READ 180 books have been Lexiled
Students are actively engaged in reading silently or with accompanying audio				• Students in reading rotation all have books • Students appear to be focused on reading • Teacher re-directs off-task behavior
Written methods of accountability are in place to track student reading				• Reading logs or reading journals • QuickWrites • Comprehension checks/Graphic Organizers • Student presentations
		Yes	No	
Students regularly using Reading Counts! quizzes				• Quiz usage is evident • Students describe RC! Quiz procedures • Students track RC! Quiz progress
During conference with teacher: Reading recognition / incentives in place				• Goal-setting conferences with students • Tracking words, pages, or books read
POINTS EARNED:	0	0	0	TOTAL POINTS EARNED: 0

NOTES:

Software Utilization	Level of proficiency			Examples of success (Including, but not limited to)
	Fully 2	Partial 1	None 0	
Students work on READ 180 software 20 minutes each day (or routinely within schedule)				• Students working on READ 180 software • Posted procedures and routines for software usage
Students are engaged in appropriate computer usage (READ 180, RC, SRI, or rSkills)				• Students begin work in Reading Zone • Students stay focused on software activities • As needed, students access other R180 software (Reading Counts, SRI, rSkills)
Teacher monitors on-task behavior				• Teacher redirects off-task behavior • No students accessing internet or non-READ 180 software
During conference with teacher: Students receive teacher feedback on software progress				• SAM shows evidence of regular use • Students are aware of SAM data
During conference with teacher: Alternate plans for when technology is unavailable.				• Routines and procedures in place for technology issues • Alternate student activities when technology is unavailable • Alternate lesson plans developed for substitute
POINTS EARNED:	0	0	0	TOTAL POINTS EARNED: 0

NOTES:

Data-Driven Instruction Indicators				
Progress Monitoring through SAM	**Level of proficiency**			**Examples of success (Including, but not limited to)**
	Fully	Partial	None	
	2	**1**	**0**	
READ 180 Software: Overall and daily READ 180 Software usage is being monitored				• READ 180 usage reports are being viewed within recommended time periods • Average software sessions are consistent with time of year and across students • Average session length is between 16 – 19 minutes
READ 180 Software: READ 180 Software data is being used to diagnose student needs and differentiate instruction				• READ 180 data reports are being viewed within recommended time periods • Both class and student READ 180 reports are being utilized to make instructional decisions based on individual student needs • Vocabulary, comprehension, fluency, and spelling data are being monitored for level of proficiency, and student feedback with follow up is evident
Scholastic Reading Inventory (SRI): SRI data is being used for student placement, instructional planning, and monitoring of student growth				• SRI reports are being viewed within recommended time periods • Majority of students (90% or more) are being tested at least 6 weeks apart • 50% or more have made gains in Lexile score
Scholastic Reading Counts!: Reading Counts! Data is being used to monitor and encourage student participation in independent reading				• Reading Counts! reports are being viewed within recommended time periods • Number of books read per student is appropriate for time of year • Average quiz scores and quiz success rates are 70% or higher • Students are reading books appropriate to their Lexile levels
rSkills Tests: rSkills Reports or other rBook comprehensive data is being used to drive differentiated instruction				• Evidence of rSkills test administered at appropriate times • Avg. test scores are 70% or higher for both versions • Student rBook responses are used to make instructional decisions
POINTS EARNED:	**0**	**0**	**0**	**TOTAL POINTS EARNED: 0**

4. Pre and Post assessment data of 3 schools in which you have provided services in the past 3 years. (Must be based on state standardized test data).

Desert Sands Unified School District

In the fall of 2006, Desert Sands USD implemented the Scholastic *READ 180* program as an intensive intervention for struggling readers in the sixth-, seventh-, and ninth-grades. Students were identified as struggling readers if they performed at the Below-Basic or Basic performance level on the spring 2006 California Standards Test, English Language Arts (CST ELA). The program was particularly targeted at English Learner students who performed at the 3, 4, or 5 proficiency level on the California English Language Development Test (CELDT). Students who participated in *READ 180* used the program as a core English Language Arts curriculum replacement for two periods (a total of 90 minutes) per day.

Scholastic analyzed spring 2006 and spring 2007 CST ELA data from 285 *READ 180* students, as well as from a comparison group of 285 DSUSD students matched on spring 2006 CST ELA scores and language proficiency status. An Analysis of Covariance (ANCOVA) revealed that *READ 180* students had significantly higher posttest (2007) CST ELA scores than did their matched peers, controlling for differences in their pretest CST ELA scores (F= 33.87, p=.00). As Table 1 shoes, while *READ 180* students' mean CST ELA scale score was 15 points higher in spring 2007, the comparison group's mean CST ELA score was only 3 points higher on the spring 2007 test. This difference in performance for *READ 180* students amounts to five times the observed change in scores for the matched comparison group.

Scholastic also obtained CST ELA scores from 166 *READ 180* English Learners (ELs) and a separate comparison group of 166 non-participants. An ANCOVA confirmed that *READ 180* ELs had significantly higher 2007 CST ELA scores than did their matched nonparticipating peers, controlling for differences in their 2006 CST scores (F = 9.76, p=.002). As Table 2 points out, while *READ 180* students' mean CST ELA score was 13 points higher in spring 2007, the comparison group's mean score was only five points higher.

Table 1: Desert Sands Unified School District *READ 180* and Non-*READ 180* Students, Grades 6–8 (N=570)
Performance on the CST ELA, Spring 2006 and Spring 2007

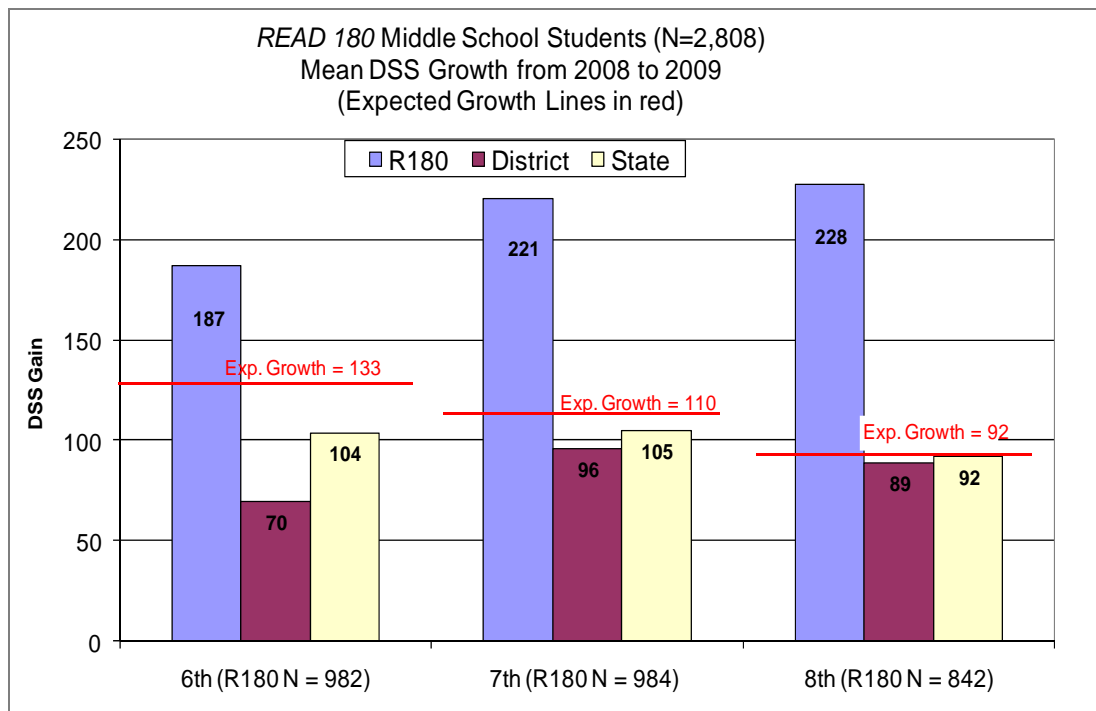|	Number of Students	CST ELA Pretest (spring 2006)	CST ELA Posttest (spring 2007)	Gain
READ 180 STUDENTS	285	279	294	15
NON-READ 180 STUDENTS	285	277	280	3

Table 2: Characteristics of Desert Sands Unified School English Learner READ 180 Students, Grades 6, 7, and 9 (n=166).

	Number of Students	Mean CST ELA Score 2006	Mean CST ELA Score 2007	Gain
READ 180 STUDENTS	166	276	289	13
NON-READ 180 STUDENTS	166	275	280	5

*** Note, pre-post differences were calculated for illustration purposes only. According to CST guidelines, comparisons can only be made within the same subject and grades – for example, comparing 9th-grade ELA scores in 2006 with 9th grade ELA scores in 2007.

Northeastern Florida School District

In the 2008–2009 school year, an urban district in Northeastern Florida implemented *READ 180* Enterprise Edition with sixth-, seventh-,and eighth-grade students who performed at Level 1 performance standard level on the Florida Comprehensive Assessment Test: Reading (FCAT) as well as Level 2 students with poor oral fluency.   Spring 2008 and spring 2009 FCAT data were collected from 2,808 sixth-through-eighth grade students who participated in the *READ 180* program. FCAT Reading Test results for all participating sixth- to eighth-graders demonstrated that, on average, students in all three grade levels surpassed expected FCAT developmental scale score (DSS) growth benchmarks, and demonstrated significant growth on the FCAT Reading Test from 2008 to 2009 [Dependent t-tests: 6th: $t = 25.80$, $p = .00$; 7th: $t = 30.04$, $p = .00$; 8th: $t = 35.54$, $p = .00$]. Eighth-grade students showed the greatest improvement in DSS, gaining an average of 228 DSS points and surpassing the expected growth benchmark by 136 DSS points. Moreover, results show that the *READ 180* students demonstrated much larger average DSS gains than did their peers at the district or state levels. See Figure 1.

Cypress Fairbanks Independent School District

During the 2006-2007 school year, Cypress-Fairbanks Independent School District (CY-Fair) piloted *READ 180* in 11 secondary classrooms to prepare students to become 21st century ready with the use of integrated technology. In the following year, the superintendent expanded the program to include all secondary school campuses and 28 elementary schools.

At the end of the 2007-2008 school years, district personnel collected Texas Assessment of Knowledge and Skills (TAKS) and *READ 180* data from 818 elementary education students and 977 general education secondary students (middle and high school). In one year of *READ 180,* 96% of schools demonstrated an increase in TAKS passing rates.

Students showed impressive gains with 71% of elementary and 66 % of secondary *READ 180* students passing TAKS compared to only 37% of elementary and 9% of secondary in 2006-2007. *READ 180* African-American students' TAKS passing rates increased from 18% to 83% in elementary schools and from 29% to 69% in secondary schools. African-American males showed significant improvement as well with elementary passing rates increasing from 30% to 83% and secondary rates increasing from 6% to 64%.

	TAKS Passing Rate 2006-2007 School Year	TAKS Passing Rate 2007-2008 School Year
Elementary Students	37%	71%
Secondary Students	9%	66%
African-American Elementary Students	18%	83%
African-American Secondary Students	26%	69%
African-American Male Elementary Students	30%	83%
African-American Male Secondary Students	6%	64%

5. Copy of typical school professional development plan with description of evaluation process.

Scholastic employs the *Managing Achievement Protocol (*MAP) which consists of Five Key Success Factors for implementing academic improvement efforts. Working with district leadership, Scholastic will utilize the MAP process to create an implementation plan that helps district reach its goal of sustained literacy improvement. MAP includes

- A Commitment. A Strong Team. A Plan
- Effective Program Launch and Training to Lay a Foundation for Success
- Ongoing, Collaborative Support to Improve Classroom Teaching Practices
- Ongoing Implementation Progress Monitoring, Data Analysis, and Reporting
- Defined Capacity-Building Plan for Long-Term Literacy Improvement

Professional development plans are customized to meet school and district needs. A typical professional development plan for Scholastic School Improvement Services emphasizes Leadership Training to build a solid foundation at both the school and district levels, Start-Up training to build solid program knowledge, Follow-On training to provide reinforcement and learning extension, and ongoing professional development (both in-person and online) to build sustainable capacity for literacy improvement.

In-person trainings are evaluated based on data gathered on effective participation typically using an instrument collaboratively designed or district designed. Professional development provided through *Scholastic U* includes a built-in online pre and post-test assessment of teacher knowledge of skills and strategies, and progress on course completion is reported back to a district facilitator.

The following professional development is available from SSIS:

Program Independent Workshops

Topics
- Rigor, relevance and relationships
- Leadership development
- Differentiated instruction
- Career and technical education
- Struggling learners/special education
- Literacy
- Student engagement
- Instructional strategies
- Data-driven decision making
- Transition years
- Curriculum mapping
- All content areas K-12
- Needs assessment and strategic planning
- Whole School Reform

Leadership Training

Objectives
- Understand the Research Base and Instructional Model.
- Review the Logic Model, Scholastic's professional development model, to provide a conceptual overview of how programs are intended to work, the resources required to make them effective, and the outcomes that are expected for students to achieve.
- Align programs to Curriculum Standards and Standardized Tests.
- Review the diagnostic reports for continuous assessment, placement, and monitoring.

Principal Training
 Objectives
- Understand the Research Base and Instructional Model.
- Explore the Role of the Principal and Literacy Leader in schools.
- Know what to look for in a classroom.
- Align programs to Curriculum Standards and Standardized Tests.
- Review the diagnostic reports for continuous assessment, placement, and monitoring.

Technology Support and Certified Technical Training
Topics
- Understanding the Programs and the technology components of the instructional model.
- Understanding Network environments.
- Overview of the Scholastic Management Suite and Scholastic Achievement Manager (SAM).
- Using the Program Software.
- Understanding the File Architecture.
- Troubleshooting.

READ 180 and System 44 Implementation Training (Day 1)
Objectives
- Understand the Instructional Model.
- Deliver Whole-Group Instruction to Build Skills and Meet Standards.
- Practice Strategies for Small-Group Differentiated Instruction.
- Setup and Maintain an Independent and Modeled Reading Program.
- Create the Physical and Effective Classroom Community of Learners.
- Maximize the Software Benefit.

READ 180 and System 44 Implementation Follow-Up Implementation Training or Interactive Webinar

Objectives
- Reflect on experiences to date.
- Review Classroom Management and Goal Setting.
- Practice Modeled and Independent Reading.
- Troubleshoot and learn advanced technology.
- Use Data to Inform Instruction.

Expert 21 Implementation Training (Day 1)
Objectives
- Understand the Instructional Model.
- Using inquiry-based learning
- Planning instruction using the framework of an inquiry-based workshop
- Applying strategies for structuring and planning student collaboration and increasing student accountability
- Using SAM Web¸Web-based assessments, and Expert Space to manage, assess, and extend learning
- Establishing routines and procedures in the Expert 21 classroom

Expert 21 Follow-up Interactive Webinars
Topics
- Managing Small Group Learning
- Becoming an Expert with Expert Space
- Supporting All Learners with Differentiated Instruction
- Teaching and Learning with Inquiry

Scholastic Reading Inventory (SRI) Implementation Training (Day 1)
Objectives
- Understand the Lexile Framework® for Reading
- Experiencing the SRI software and hands-on practice with the management system
- Analyzing report data to plan instruction, match students to books, and monitor progress

SRI Alternative Interactive Webinar
Objectives
- Understanding the Lexile Framework ® for Reading
- Reviewing the SRI software and management system
- Using report data to plan instruction, match students to books, and monitor progress

Scholastic Phonics Inventory (SPI) Interactive Webinar
Objectives
- Utilizing SPI as a screener, placement test, and progress monitoring tool
- Implementing SPI in a Response to Intervention (RTI) Framework
- Interpreting SPI results and generating reports

Online Professional Development

Sample Topics
- Best Practices in Reading Intervention
- Foundational Skills, Phonics, Word Study, and Comprehension
- Leading a Literacy Focused School for Principals
- Exploring the Lexile Framework ® for Reading
- 6 Traits- Assessing and Teaching Writing
- Teaching and Learning with Inquiry
- Becoming an Expert with Expert Space

<u>Professional Development Seminars</u>
Sample Topics
▪ Decoding Strategies for *READ 180* Students.
▪ Developing Independent Readers in the *READ 180* Classroom.
▪ Motivating the *READ 180* Student.
▪ Strategic Comprehension and Vocabulary Instruction in *READ 180.*
▪ Test-Taking Strategies for the *READ 180* Classroom.
▪ Using *READ 180* Data to Differentiate Instruction.
▪ Using SRI and the Lexile Framework Effectively with *READ 180.*
▪ Writing in the Service of Reading for the *READ 180* Classroom.

6. Copy of teacher evaluation form and process.

Typically, SSIS works with districts to implement existing or modified district professional development forms and process for in-person professional development. For *Scholastic U*, our online professional development, formative and summative assessments within the course provide teachers with ongoing feedback to gauge and enhance their learning and the application of research based reading strategies. *Scholastic U* courses include a Pre-Assessment (*Pre-Test*) of content knowledge specific to instructional practices featured in the courses, which provides a baseline measure from which to judge teacher knowledge gains when compared to Post-Assessment results. End-of-course module self-assessments provide diagnostic opportunities for teachers to test content knowledge gain and near-term transference to scenario-based items. Instant feedback on responses is provided upon completion of the self-assessment.

The following are samples of online professional development teacher evaluation resources.

SCHOLASTIC U™
Where Everyone Majors in GREAT TEACHING

You Have 150 Professional Points What is this?

Home | My Account | Sign Out | Help

Welcome Amanda Jones!

ENTER TEXT SEARCH ○

GRADUATE CREDIT OPTIONS   MESSAGE FROM YOUR DISTRICT

| FULL COURSE LIST | MY RESOURCES | JUST-IN-TIME LEARNING | COMMUNITY | PROFESSIONAL CALENDAR | REPORTS |

View Reports
▶ Professional Learning Report
My Course Record

Professional Learning Report   ✉ EMAIL   🖶 PRINT

LEARNER: Amanda Jones   **SCHOOL:** Maple Hill School   **DATE:** 6/30/10

Scholastic U Usage

Total Hours:	131	Average Monthly Hours:	14
Total Course Hours:	95	Average Hours Per Completed Course:	30
Total JIT Resources Accessed:	213	Journal Entries:	25

Just-In-Time Usage

Archived Webinars:	3	Lesson Plans:	16
ICLE Workshops:	5	Student Resources:	32
Professional Articles:	25	Teacher Resources:	38
Videos:	50	Tutorials:	22
Web Links:	22		

Course Usage Summary

Total Courses In Progress:	2	Total Courses Completed:	2
Total Course Resources Accessed:	79	Total Discussion Posts:	25
Average Pretest Scores:	70%	Average Post-Test Scores:	93%

Course Progress

COURSE	CADRE COURSE?	PROGRESS	SESSIONS COMPLETED	START DATE	END DATE	PRETEST SCORE	POST-TEST SCORE	DISCUSSION POSTS	COURSE RESOURCES ACCESSED
Courses in Progress									
6 Traits: Assessing and Teaching Writing	YES	40%	4 OF 10	04/10/10	IN PROGRESS	75%	-------	3	17
Developing Foundations for Early Childhood Success	NO	80%	4 OF 6	02/01/10	IN PROGRESS	75%	-------	6	20
Courses Completed									
Reading Success for English Language Learners	NO	100%	7 OF 7	11/15/09	01/31/10	65%	90%	6	20
Building Fluency	NO	100%	6 OF 6	09/07/09	12/28/09	65%	95%	10	22

7. Individualized student plan from one of your current/previous ELL students, one of your current/previous special education students, and one of your current/previous accelerated students.

The Student Diagnosis Reports on the following pages indicate errors and how to use the reports. The Student Action Plan that follows the Diagnosis Reports is suitable for planning use with students and their families. Similar reports and plan forms are provided for each Scholastic program.

In support of ELL students, family reports are provided in several other languages. For a Spanish sample, please see Attachment 6.1, Part D, page 66.

Student Diagnostic Report

STUDENT: COLLINS, CHRIS

DIAGNOSTIC

READ 180 SCHOLASTIC

School: The Lincoln School
Teacher: Margaret Schirmer
Grade: 7
Class: 2nd Period
Group: Koalas

Time Period: 09/01/04 – 02/02/05

READ 180 Level: 2
Last SRI Score (Lexile®): 804

Comprehension and Vocabulary

SKILL	CORRECT	% CORRECT*	SKILL	CORRECT	% CORRECT*
Reading for Detail	9 of 12	75%	Sequencing	11 of 15	73%
Finding the Main Idea	8 of 16	50%	Summarizing	7 of 13	54%
Cause and Effect	11 of 14	79%	Compare and Contrast	12 of 17	71%
Problems and Solutions	7 of 14	50%	Making Inferences	8 of 15	53%
Drawing Conclusions	8 of 12	67%	Understanding Vocabulary	8 of 12	67%

Most Common Word Recognition Error Types

INFLECTIONAL ENDINGS WITH NO BASE CHANGE	MULTI-SYLLABLE WORDS	PHONOGRAMS	HIGH UTILITY SILENT LETTERS	CONSONANT DIGRAPHS
(5 errors)	(5 errors)	(5 errors)	(5 errors)	(5 errors)
Recent Examples:	Recent Examples:	Recent Examples:	Recent Examples:	Recent Examples:
snowboarding	amount	flip	tough	tricks
called	surface	gear	rough	challenging
dangers	direction	wide	right	such
gloves	almost	turn	enough	gloves
kayakers	skysurfers	pair	rocks	though

*Benchmark = 70%

Using This Report

Purpose: This report shows a student's skills progress, recent word and spelling errors, and fluency scores to help you identify successes and to prioritize the student's needs.

Follow-Up: Check individual skills scores. Look for error patterns on the student's word lists. Use Resources for Differentiated Instruction to provide individual support as needed.
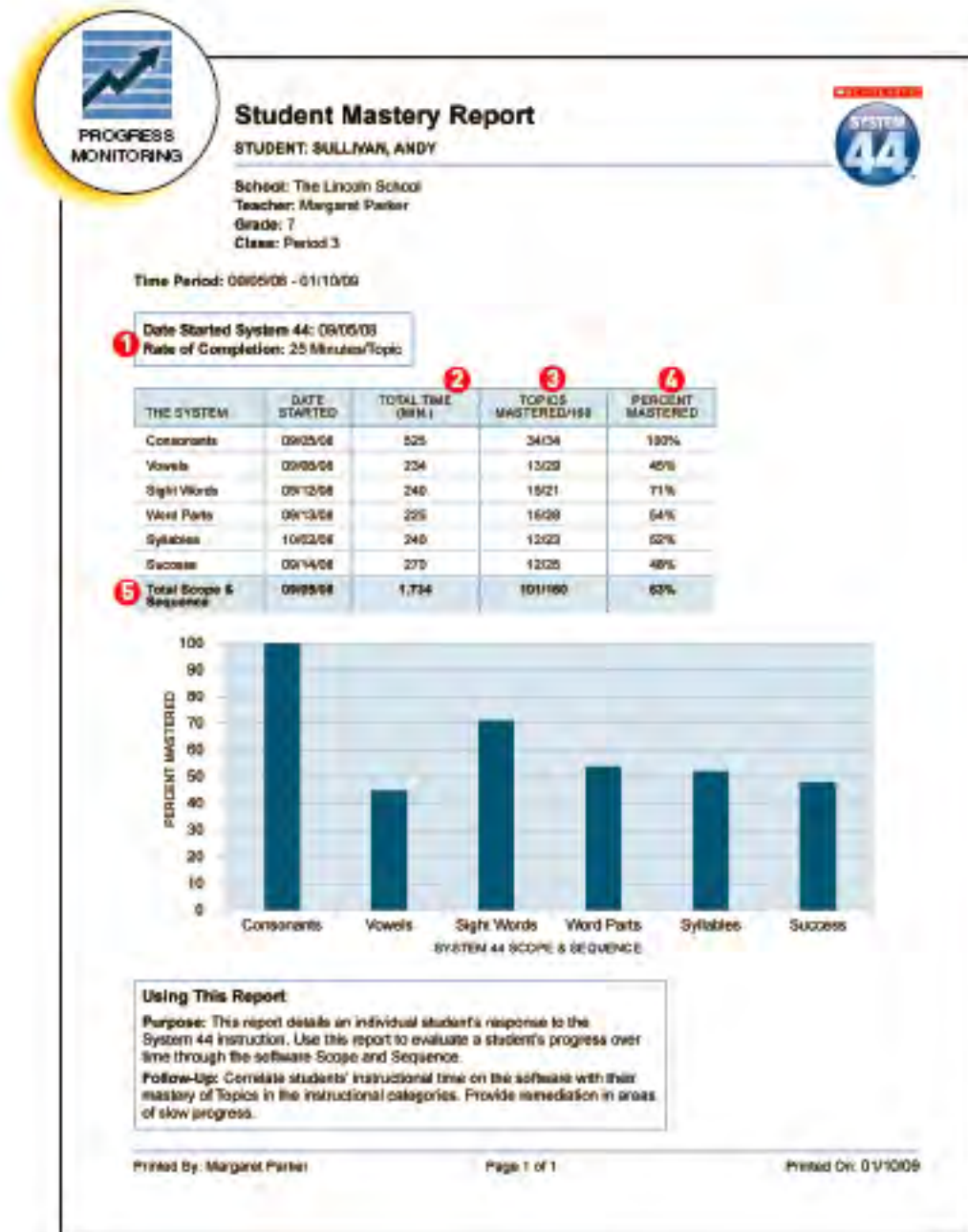
Student Mastery Report

Purpose: This report details an individual student's response to the *System 44* instruction. Use this report to evaluate a student's progress through the software scope and sequence over time.

Follow-up: Correlate students' instructional time on the software with their mastery of Topics in the instructional categories. Provide remediation in areas of slow or inconsistent progress.

Student Mastery Report

STUDENT: SULLIVAN, ANDY

School: The Lincoln School
Teacher: Margaret Parker
Grade: 7
Class: Period 3

Time Period: 09/05/08 - 01/10/09

Date Started System 44: 09/05/08
Rate of Completion: 25 Minutes/Topic

THE SYSTEM	DATE STARTED	TOTAL TIME (MIN.)	TOPICS MASTERED/168	PERCENT MASTERED
Consonants	09/05/08	525	34/34	100%
Vowels	09/05/08	234	13/29	45%
Sight Words	09/12/08	240	15/21	71%
Word Parts	09/13/08	225	16/28	54%
Syllables	10/02/08	240	12/23	52%
Success	09/14/08	270	12/25	48%
Total Scope & Sequence	09/05/08	1,734	101/160	63%

Using This Report

Purpose: This report details an individual student's response to the System 44 instruction. Use this report to evaluate a student's progress over time through the software Scope and Sequence.

Follow-Up: Correlate students' instructional time on the software with their mastery of Topics in the instructional categories. Provide remediation in areas of slow progress.

Printed By: Margaret Parker   Page 1 of 1   Printed On: 01/10/09

Place holder for System 44 report coming from Carol

Student Action Plan

Date: _____

Student: _____

Class/Group: _____

Goal: _____

_____

1. Recognition/Kudos:

_____

_____

2. Concerns:

_____

_____

Teacher Actions	Student Actions

Revisit Date: _____   Teacher Signature _____

Parent Signature: _____

Student Signature: _____

8. Forms and/or processes for assessing student performance and needs upon enrollment.

Prior to placement in *Read 180, System 44*, or *Expert 21*, students should be assessed with the *Scholastic Reading Inventory* (SRI) and/or the *Scholastic Phonics Inventory* (SPI). Because these assessments are administered on a computer, students may be assessed at any time and place with access to the software. Hundreds of students may be assessed at the same time in multiple computer labs or a single student assessed in the back of an active classroom setting. Assessments are brief, 10-20 minutes, and require little administrative training. Pre-tests, also available at any time, familiarize students with the process. Scoring and reporting are immediate.

Section 6.1, Part C

1. Sample assessment schedule/calendar populated with dates of data review.

The Scholastic partnership provides tools and protocols for transforming data into helpful, actionable information enabling the tracking of progress against academic improvement goals and meeting accountability demands over the course of the school year. As partners, we recommend the following program and performance measures for the schools and districts regarding teacher and leader effectiveness, instructional quality and academic achievement.

Performance Measure	Process for Gathering Data	What is Measured and Presented
Ongoing, daily, weekly and monthly monitoring of the reports produced by the Scholastic Achievement Manager (SAM)	Data is generated during student use of the software and automatically collected and transformed into meaningful reports through the Scholastic Achievement Manager (SAM). Scholastic consultants partner with teachers and district leaders to help interpret reports and determine next steps.	- Software usage - Academic achievement - Skill mastery - Progress through the software - Targets for differentiation - RTI and AYP target group progress to mastery
An analysis of Scholastic Reading Inventory (SRI) scores two to four times per year	The Scholastic Reading Inventory (SRI) is taken on the computer by all students 2 to 4 times a year. The assessment takes 20 to 40 minutes to complete. Scores are instantly available through SAM reports. If indicated, students also may take the Scholastic Phonics Inventory (SPI).	- Lexile levels - Reading achievement over time - Text Levels - Students matched to text
If assessment is indicated, an analysis of Scholastic Phonics Inventory (SPI) scores two to four times per year	SPI is a recommended second screening for students with a Lexile score: - Below 400L in the elementary grades - Below 600L in the middles school grades - Below 800L in high school or for adult learners The Scholastic Phonics Inventory (SPI) is taken on the computer by students falling below a designated level on the SRI. The assessment takes about 10 minutes to complete. Scores are instantly available through SAM reports.	- Lower case letter recognition - Sight word recognition - Non word decoding - Achievement over time
A formal quarterly review of implementation effectiveness to highlight implementation successes and challenges and measure implementation success against ten key indicators	During classroom visits, Scholastic consultants collect data on **Ten On-Model Indicators:** **Five School or District Indicators:** 1. Appropriate Scheduling 2. Appropriate Class Sizes 3. Appropriate Materials 4. Fully-Functional Technology 5. Professional Development	The implementation fidelity data can be used to: - Evaluate implementation and make changes for program efficiency and return on instructional investment - Compare and analyze district, school and classroom growth data and targets

| | **Five Classroom Level Indicators:**

1. Use of appropriate materials
2. SRI testing administration
3. Data-Driven Instruction
4. On-Model Classroom practices
5. Adequate room set-up

An overview of overall implementation for the entire district is provided. Each school is given a color-coded rating based on overall implementation for the two types of implementation indicators (school-driven and classroom-driven). | ▪ Identify district or school level trends and quickly "drill down" to pinpoint specific concerns
▪ Use data for short and long-range planning for teachers, classrooms, leaders, schools, subgroups and the district
District fidelity snapshots can be presented on one page for the entire district or can be broken down into high school, middle school, and/or elementary school pages. |
| Data reports at least twice per year to help quantify student achievement gains and identify opportunities for improvement | Scholastic data analytic experts export all student data from the Scholastic Achievement Manager (SAM) and perform an in-depth, disaggregated analysis to highlight areas of success and areas of concern | ▪ Implementation metrics as measured by software usage
▪ AYP sub-group achievement
▪ Summative report on state test results as correlated to student achievement in the intervention program
▪ Annual growth
▪ Progress to goal |

2. Pre and Post assessment data of 3 schools in which you have provided services in the past 3 years (Must be based on state standardized test data).

Desert Sands Unified School District

In the fall of 2006, Desert Sands USD implemented the Scholastic *READ 180* program as an intensive intervention for struggling readers in the sixth-, seventh-, and ninth-grades. Students were identified as struggling readers if they performed at the Below-Basic or Basic performance level on the spring 2006 California Standards Test, English Language Arts (CST ELA). The program was particularly targeted at English Learner students who performed at the 3, 4, or 5 proficiency level on the California English Language Development Test (CELDT). Students who participated in *READ 180* used the program as a core English Language Arts curriculum replacement for two periods (a total of 90 minutes) per day.

Scholastic analyzed spring 2006 and spring 2007 CST ELA data from 285 *READ 180* students, as well as from a comparison group of 285 DSUSD students matched on spring 2006 CST ELA scores and language proficiency status. An Analysis of Covariance (ANCOVA) revealed that *READ 180* students had significantly higher posttest (2007) CST ELA scores than did their matched peers, controlling for differences in their pretest CST ELA scores ($F = 33.87$, $p = .00$). As Table 1 shoes, while *READ 180* students' mean CST ELA scale score was 15 points higher in spring 2007, the comparison group's mean CST ELA score was only 3 points higher on the spring 2007 test.
This difference in performance for *READ 180* students amounts to five times the observed change in scores for the matched comparison group. Scholastic also obtained CST ELA scores from 166 *READ 180* English Learners (ELs) and a separate comparison group of 166 non-participants. An ANCOVA confirmed that *READ 180* ELs had significantly higher 2007 CST ELA scores than did their matched nonparticipating peers, controlling for differences in their 2006 CST scores ($F = 9.76$, $p = .002$). As Table 2 points out, while *READ 180* students' mean CST ELA score was 13 points higher in spring 2007, the comparison group's mean score was only five points higher.

Table 1: Desert Sands Unified School District *READ 180* and Non-*READ 180* Students, Grades 6–8 (N=570)
Performance on the CST ELA, Spring 2006 and Spring 2007

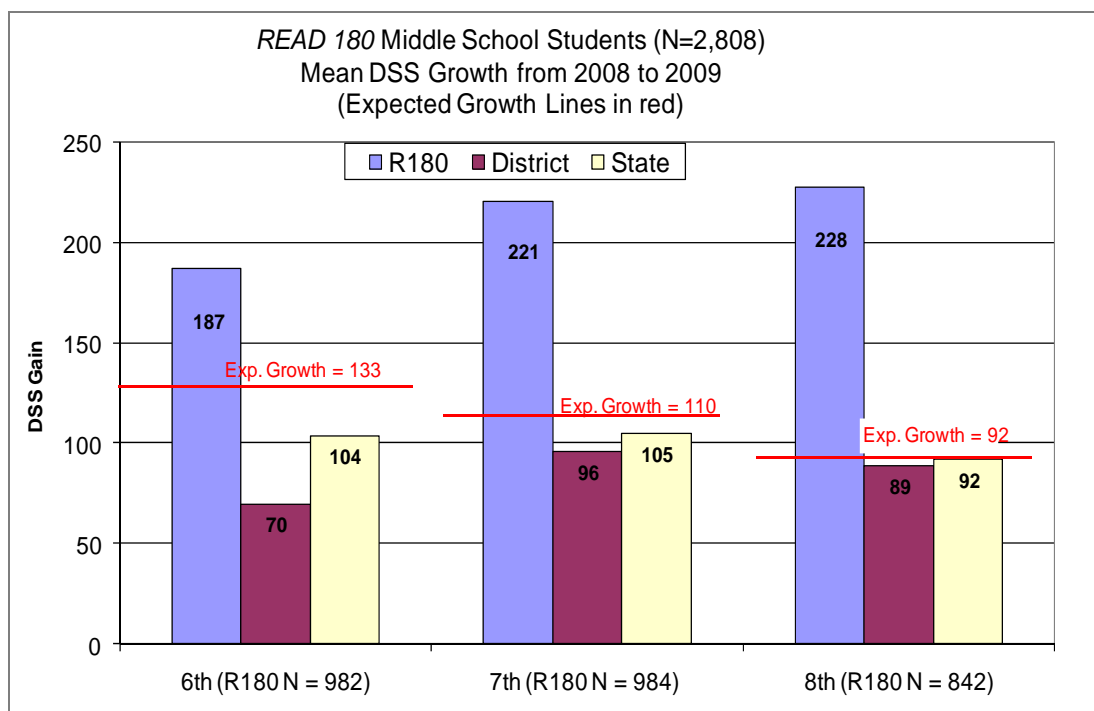|	Number of Students	CST ELA Pretest (spring 2006)	CST ELA Posttest (spring 2007)	Gain
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Table 2: Characteristics of Desert Sands Unified School English Learner READ 180 Students, Grades 6, 7, and 9 (n=166).

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*** Note, pre-post differences were calculated for illustration purposes only. According to CST guidelines, comparisons can only be made within the same subject and grades – for example, comparing 9th-grade ELA scores in 2006 with 9th grade ELA scores in 2007.

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In the 2008–2009 school year, an urban district in Northeastern Florida implemented *READ 180* Enterprise Edition with sixth-, seventh-,and eighth-grade students who performed at Level 1 performance standard level on the Florida Comprehensive Assessment Test: Reading (FCAT) as well as Level 2 students with poor oral fluency.   Spring 2008 and spring 2009 FCAT data were collected from 2,808 sixth-through-eighth grade students who participated in the *READ 180* program. FCAT Reading Test results for all participating sixth- to eighth-graders demonstrated that, on average, students in all three grade levels surpassed expected FCAT developmental scale score (DSS) growth benchmarks, and demonstrated significant growth on the FCAT Reading Test from 2008 to 2009 [Dependent t-tests: 6th: t = 25.80, p = .00; 7th: t = 30.04, p = .00; 8th: t = 35.54, p = .00]. Eighth-grade students showed the greatest improvement in DSS, gaining an average of 228 DSS points and surpassing the expected growth benchmark by 136 DSS points. Moreover, results show that the *READ 180* students demonstrated much larger average DSS gains than did their peers at the district or state levels. See Figure 1.

RFP ED10-0039

School Improvement District Turnaround Providers
Alternate Operations Plan Interventions, School Restart and External Providers

READ 180 Middle School Students (N=2,808)
Mean DSS Growth from 2008 to 2009
(Expected Growth Lines in red)

Chart showing DSS Gain by grade level:

- 6th (R180 N = 982): R180 = 187, District = 70, State = 104, Exp. Growth = 133
- 7th (R180 N = 984): R180 = 221, District = 96, State = 105, Exp. Growth = 110
- 8th (R180 N = 842): R180 = 228, District = 89, State = 92, Exp. Growth = 92

Legend: R180, District, State

Cypress Fairbanks Independent School District

During the 2006-2007 school year, Cypress-Fairbanks Independent School District (CY-Fair) piloted *READ 180* in 11 secondary classrooms to prepare students to become 21st century ready with the use of integrated technology. In the following year, the superintendent expanded the program to include all secondary school campuses and 28 elementary schools.

At the end of the 2007-2008 school years, district personnel collected Texas Assessment of Knowledge and Skills (TAKS) and *READ 180* data from 818 elementary education students and 977 general education secondary students (middle and high school). In one year of *READ 180,* 96% of schools demonstrated an increase in TAKS passing rates. Students showed impressive gains with 71% of elementary and 66 % of secondary *READ 180* students passing TAKS compared to only 37% of elementary and 9% of secondary in 2006-2007. *READ 180* African-American students' TAKS passing rates increased from 18% to 83% in elementary schools and from 29% to 69% in secondary schools. African-American males showed significant improvement as well with elementary passing rates increasing from 30% to 83% and secondary rates increasing from 6% to 64%. See the chart on the following page.

	TAKS Passing Rate 2006-2007 School Year	TAKS Passing Rate 2007-2008 School Year
Elementary Students	37%	71%
Secondary Students	9%	66%
African-American Elementary Students	18%	83%
African-American Secondary Students	26%	69%
African-American Male Elementary Students	30%	83%
African-American Male Secondary Students	6%	64%

3. If you plan to administer student assessments, a short description of assessments used, their purpose, and proof of alignment with AZ standards.

Outcomes-based Assessments

Please see Attachment 6.1, Part A, pages 8-10 for descriptions of the *Scholastic Reading Inventory* (SRI) and the *Scholastic Phonics Inventory* (SPI). Based on national performance standards, SRI and SPI can be customized to align to the performance goals of any state's outcomes exam. Since 2007, when the Arizona Department of Education linked the Arizona Instrument to Measure Standards (AIMS) to the Lexile Framework™, educators using SRI have tools to forecast end-of-year outcomes on this high stakes test. By assessing students three to five times a year with SRI, educators will have actionable data to direct individual student goals, to forecast outcomes on the AIMS, and to know the intensity of intervention needed to show growth. Understanding the relationship between the two scales can help schools maintain or improve achievement. Please see the following chart.

AIMS TEST CORRELATIONS TO LEXILES®				
GRADE	**FALLS FAR BELOW**	**APPROACHES**	**MEETS**	**EXCEEDS**
3	At or Below 155L	160L to 450L	455L to 930L	At or Above 935L
4	At or Below 285L	290L to 555L	560L to 1040L	At or Above 1045L
5	At or Below 410L	415L to 655L	660L to 1155L	At or Above 1160L
6	At or Below 460L	465L to 715L	720L to 1240L	At or Above 1245L
7	At or Below 515L	520L to 775L	780L to 1330L	At or Above 1335L
8	At or Below 565L	570L to 830L	835L to 1415L	At or Above 1420L
HS	At or Below 700L	705L to 940L	945L to 1440L	At or Above 1445L

📖 For more information about the Lexile Framework™, please see www.lexile.com.

Curriculum-based Assessments

READ 180 Curriculum-based Assessments
READ 180 is a data-driven instructional program, which means student performance impacts instruction. A variety of instruments assess students to identify their most urgent needs, allowing the program and teachers to adjust instruction accordingly. The program is aligned to state standards. The following chart describes assessment types, instruments, and their purpose.

Assessment Type	Assessment Instruments	Instructional Purpose
Placement and **Progress Monitoring**	*Scholastic Reading Inventory* (SRI)	▪ Determine reading level and place students appropriately in the program ▪ Monitor student, group, and class progress over time to ensure that desired performance outcomes are achieved
Curriculum-Based Assessment	Workshop Wrap-Up *rSkills* Tests	▪ Monitor student understanding of key, standards-aligned skills covered during Small- and Whole-Group Instruction

Ongoing Diagnostic Assessment	*READ 180* Instructional Software	▪ Assess student performance on the *READ 180* Software ▪ Identify strengths and weaknesses so that teachers can address specific student needs
Writing Assessment	*QuickWrites* *rBook* Writing Assignments	▪ Test students' understanding of reading and writing skills addressed during Whole- and Small-Group Instruction ▪ Scoring guides and peer feedback support continuous improvement

System 44 Curriculum-based Assessment and the *SPI*

System 44 is also data-driven instructional program and aligned to state standards. In addition to embedded diagnostic assessment in the instructional software, the *Scholastic Phonics Inventory* (SPI) is used to provide assessment for placement and progress monitoring assessing the student's ability to name letters, accurately read sight words, fluently read sight words, accurately read nonsense words, fluently read nonsense words, and decode words at 4 levels. The SPI is used 2-4 times per year to monitor progress and measure achievement over time.

Expert 21 Curriculum-Based Assessments

Expert 21 is a comprehensive English Language Arts curriculum designed for students in transition or needing a bridge from READ 180. A variety of instruments assess students to identify their most urgent needs, allowing the program and teachers to adjust instruction accordingly. The following chart describes assessment types, instruments, and their purpose.

Assessment Type	Assessment Instruments	Instructional Purpose
Placement and **Progress Monitoring**	*Scholastic Reading Inventory* (SRI)	Baseline assessment and monitoring progress Suggested placement for Expert Space reading levels

Curriculum-Based
 	
During Each Workshop
	Expert 21 Assessments 1-4 times per Workshop	Ongoing Progress Monitoring
		Assess ongoing acquisition of skills taught in Expert 21 and diagnose strengths/weaknesses to inform differentiation
		▪ Informative Assessment
		    • Comprehension
		    • Literary Analysis
		    • Navigating text
		    • Vocabulary/Word Analysis
		    • Fluency
		    • Grammar

Curriculum-Based **End-of-Workshop**	▪ Online *Expert 21 xSkills Test* ▪ Workshop Wrap-Up ▪ Project Evaluation ▪ Performance Evaluation: 21st Century Skills ▪ Portfolio Evaluation: Writing Assignment	▪ Strategy check ▪ Measure growth ▪ Indicates additional differentiated support and/or additional practice needed
Mid-Year	SRI	Monitor progress by measuring reading against beginning-of-year baseline
End-of-Year	SRI	Monitor progress by using baseline assessment to measure reading growth

Section 6.1, Part D

1. New Teacher Induction Plan

Teachers new to Scholastic School Improvement Services (SSIS) go through a well-defined and well-paced on-boarding process to ensure that they have the tools and knowledge for success. The key components of the induction plan for new teachers are as follow:

- <u>Start Up Training</u>--All teachers in Scholastic Literacy programs go through rigorous start-up training, meant to build knowledge of the research foundations of the programs as well as of key components of the instructional model.

- <u>Follow-on Training</u>--Four to six weeks after start-up training, instructors come back together either in-person or via webinar to reflect on successes and to conduct a "deep dive" on key program elements, such as using program data to effectively differentiate instruction.

- <u>Initial Coaching Visit</u>--During the initial phases of program start-up a highly trained Scholastic Implementation Consultant will conduct a classroom visit, checking for proper classroom set up and implementation of the instructional model.

- <u>Ongoing In-Classroom Support and Instructional Coaching</u>--A key part of the Scholastic new teacher induction philosophy is ongoing in-classroom support over the course of the school year. For new teachers we recommend at least 1 visit per month throughout the year.

- <u>Online Professional Development</u>--The *Scholastic U* online professional development platform is also available to teachers, and provides access to a number of courses on literacy instruction, taught by world-class faculty.

2. Sample Student Progress Report

A sample Summary Progress Report for a group of students is provided on the following page. After that report, see the report for a single student, the Student Skills Report.

Summary Progress Report
CLASS: PERIOD 2

PROGRESS MONITORING

School: Cesar Chavez Middle School
Teacher: Mercedes Cole
Grade: 7
Time Period: 09/01/09–06/25/10

SPI PHONICS

STUDENT	TEST 1			TEST 2			TEST 3		
	TEST DATE	SPI FLUENCY SCORE	SPI DECODING STATUS	TEST DATE	SPI FLUENCY SCORE	SPI DECODING STATUS	TEST DATE	SPI FLUENCY SCORE	SPI DECODING STATUS
Anderson, Darrell	09/04/09	10	Beginning	01/15/10	12	Beginning	05/27/10	16	Developing
Benson, Kate	09/07/09	21	Developing	01/16/10	22	Developing	05/25/10	25	Advancing
Donato, Aimee	09/04/09	15	Developing	01/16/10	20	Developing	05/27/10	27	Advancing
Gonzalez, Lydia	09/04/09	11 *	Beginning	01/15/10	12 *	Beginning	05/25/10	15 *	Developing
Huang, Hsin-Yi	09/04/09	9	Beginning	01/15/10	17	Developing	05/25/10	23	Advancing
Lee, Andrea	09/08/09	39	Advancing	01/20/10	41	Advancing	05/25/10	42	Advancing
Mamdani, Aliyah	09/07/09	18	Developing	01/15/10	24	Advancing	05/25/10	38	Advancing
Molina, Robert	09/04/09	18	Developing	N/A	N/A	N/A	N/A	N/A	N/A
Price, Jamal	09/07/09	14	Developing	01/15/10	16	Developing	05/27/10	22	Developing
Rubio, Alejandro	09/04/09	20	Developing	01/15/10	22	Developing	05/25/10	26	Advancing
Sanders, Renee	09/22/09	8	Beginning	5/25/10	22	Developing	N/A	N/A	N/A
Turner, Aiden	09/10/09	10	Beginning	01/16/10	20	Developing	05/26/10	21	Developing
Young, Kevin	09/04/09	12 *	Pre	01/15/10	17 *	Developing	05/25/10	17 *	Developing

LAST THREE TESTS IN SELECTED TIME PERIOD

SPI FLUENCY SCORE	DECODING STATUS	RECOMMENDED INSTRUCTION
0–12	Pre-Decoder	Phonemic awareness, letter names, letter-sound correspondence.
0–12	Beginning Decoder	Foundational phonics.
13–22	Developing Decoder	Targeted phonics remediation.
23–42	Advancing Decoder	Vocabulary, comprehension, fluency.

* Student received accommodations during this test administration.

Using This Report
Purpose: This report shows changes in performance and progress on SPI over time.
Follow-Up: Use SPI results and other evaluation data to monitor student response to intervention and inform grouping.

Printed By: Mercedes Cole　　　　　Page 1 of 1　　　　　Printed On: 06/30/10
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Student Skills Report

STUDENT: FERNANDEZ, LUIS

rSkills Tests

DIAGNOSTIC

School: The Lincoln School
Teacher: Ms. Schirmer
Grade: 7
Class: Period 2
Group: Group 1

Time Period: 09/01/04 – 12/31/04

Last SRI Score: 450
READ 180 Level: 2

TEST 2 (Level a)
Test Date: 12/03/04
Test Score: 75% (15/20)

SKILLS	CORRECT	ITEMS	SCORE
Comprehension	7	10	70%
Character	1	1	
Main Idea and Details	1	1	
Plot	1	2	
Sequence of Events	1	1	
Setting	1	1	
Summarize	2	3	
Theme	0	1	
Open-Response 1	-	-	2*
Open-Response 2	-	-	2*
Vocabulary/Word Study	4	6	67%
Multiple-Meaning Words	0	1	
Using a Dictionary	2	2	
Verb Endings	1	2	
Word Families	1	1	
Grammar, Usage, and Mechanics	3	4	75%
Correcting Run-On Sentences	0	1	
Using Commas in a Series	1	1	
Using Correct Verb Tense	1	1	
Using Correct Word Order	1	1	

* Based on a 4-Point Rubric

Using This Report

Purpose: This report shows an individual student's results on one rSkills Test.
It includes scores for each skill, along with the number of questions answered
correctly for that skill.

Follow-Up: Share this report with your student. Encourage students to
monitor their own progress as they master reading skills on the rSkills Tests.

3. Schoolwide Student Management Plan

Please see a description of a school implementation plan found in Part F. Note that initial student assessments can be flexibly administered whenever students have access to a computer for 10-20 minutes. Scoring and reports are immediate so that placement in programs can also be flexible.

4. Copy of the Family and Community Involvement Plan

The SSIS Model includes multiple layers of communication with parents, families, as well as communities and is informed by the *We* surveys.

<u>Family Involvement</u>

A. **Parent Resource Kit—"*Reading the Hardest-to Involve Parents"*—**This parent involvement resource kit is designed to help schools address student achievement by involving parents. The kit shows educators and parents how to organize for action—plan and implement strategies to remove the barriers parents face in being more involved with the school and evaluate the success of the efforts. Using these resources schools and parents will create a Parent Partnership Team to initiate and carry out the activities.

B. *Read and Rise Family Fun Time*—This event reinforces practical everyday ways families and ensure their children become strong readers and learners. It strengthens families' understanding of early literacy development and how to help children develop literacy skills. *Read and Rise* emphasizes and leverages the positive influence of family culture on children's early literacy development.

C. **Family Letters**—The Scholastic Literacy program software generates letters and reports, available in English and Spanish, which inform parents of their children's progress and ways they can be supportive at home.

D. **Family Reports** provide regular data-driven updates, including current data on mastery of software instruction; explain students' progress during family-teacher conferences; motivate students by highlighting their skill mastery and growth; and encourage involvement by recommending resources for home use. A sample of a family report in Spanish follows this item.

E. **Quarterly School Improvement Newsletters** will be sent home to parents to inform them of progress in school improvement and to let them know how they can help support the effort.

F. **School Improvement Roundtable Meetings** will be scheduled over the course of the academic year as forums for soliciting parent and community feedback.

G. **Implementation Guides** provide strategies and suggestions on how to engage parents and families as they support their children's participation in the program.

H. **Program paperbacks and Audiobooks**—students can bring home Paperbacks and Audiobooks to share them with younger siblings or families.

<u>Community Involvement</u>

Sharing of information is vital to the success of any school improvement initiative. Sharing of information and input from parents, families, and the community will contribute to a Whole School Reform Model closely aligned to the specific needs of the school and community. Based on the feedback gathered at the School Improvement Roundtable Meetings, Scholastic will work in collaboration with school personnel to incorporate suggested changes to the model.

Many of the same approaches used to engage parents will also be used to engage community stakeholders, such as local businesses and community leaders.

A. **Needs Assessment**—As part of the Needs Assessment phase of the improvement effort, we will solicit community stakeholder feedback and incorporate that into each school's unique action plan.

B. **School Improvement Roundtable Meetings** will be scheduled over the course of the academic year as forums for soliciting community feedback.

STUDENT: AGUILA, VICTOR

School: Bane Elementary
Teacher: Theresa Guillory
Grade: 5
Class: GUILLORY, THERESA A-2

SCHOOL-TO-HOME

READ 180

February 5, 2010

Estimado padre o tutor:

VICTOR se ha inscrito en *READ 180*, un programa intensivo de lectura. *READ 180* le ayuda a VICTOR a reconocer y deletrear palabras correctamente, a leer con fluidez y a comprender textos. El objetivo del programa es lograr que VICTOR lea materiales apropiados para su nivel con seguridad en sí mismo y fluidez en todos los temas. Este informe describe el modo en que VICTOR se está desempeñando en el programa este año.

Progreso en *READ 180*

EVALUACIÓN	RESULTADOS
Nivel de lectura *READ 180*	Nivel 3 de 3
Fecha y puntuación de la prueba SRI*	782 Lexiles® (11/17/09)
Estándar de rendimiento en SRI	Proficient
Puntuación de la comprensión	60%
Puntuación del vocabulario	50%
Cantidad de libros leídos	3
Último libro leído	Adventures Of The Shark Lady
Total de palabras leídas	56,071

* SRI *(Scholastic Reading Inventory)* es una prueba de comprensión que evalúa los niveles de lectura de los estudiantes y los relaciona con textos.

He aquí algunos pasos que puede seguir en casa para incentivar a VICTOR a que disfrute de la lectura:

- Lectura diaria: Haga que la lectura se convierta en una actividad diaria leyendo a su hijo, o junto con él, durante 20 minutos todos los días.

- Lecturas rápidas y divertidas: Utilice revistas, periódicos, libros de historietas, recetas, programación de TV, guías de viajes o carteles de tránsito como oportunidades de lectura en cualquier lugar y ocasión en que se encuentre con su hijo.

- La película o el libro: Alquile videocasetes o DVD que traten sobre un tema que a su hijo le interese. Busque libros sobre temas similares.

- Lectura en viaje: Escuche casetes o discos compactos con relatos de libros mientras viaja en automóvil o, si viaja en avión o tren, lleve un equipo portátil con audífonos para que su hijo pueda hacerlo.

- Lectura y comentario: Converse con su hijo sobre lo que está leyendo. Hágale preguntas sobre los personajes o sobre lo que sucede en la historia.

Agradecemos su apoyo para que la lectura y los objetivos de *READ 180* sean tan importantes en casa como en el salón de clases.

Atentamente,

6. Copy of Teacher Evaluation Form and Process

READ 180 Classroom Implementation Review

Teacher: _____

School: _____

Date: _____ q Qtr. 1 q Qtr. 2 q Qtr. 3 q Qtr. 4

Overall Instructional Proficiency

q Expert (53 - 60 points)
q Practitioner (42 - 52 points)
q Apprentice (31 – 41 points)
q Novice (0 – 30 points)

Part I: School-Level Fidelity Indicators – Not Factored Into Overall Classroom Fidelity Levels

On-Model	If not on-model, indicate challenge:
q Class size is 21 or less	q #____ of classes over 21; largest class size: ____
q READ 180 print materials accessible to teachers and students	q Sharing a stage q Full stage, but missing some materials q No print materials available
q All computers (for 1/3 of class) accessible and functioning	q #____ Need hardware maintenance q #____ Need software maintenance
q All auxiliary equipment accessible and functioning	q Need #____ headphones qNeed #____ microphones q Need #____ CD players/cassettes

Professional Development completed

q Day 1 Training
q Day 2 Training
q RED Online Course Completed

Part II: Classroom-Level Fidelity Indicators

Classroom Structure and Organization	Level of Proficiency 0-2)	Positive Examples (Including, but not limited to)
Classroom setup has designated appropriate rotational space, allowing for ease of movement		- Designated areas for each rotation - "One-way" flow of traffic - Teacher placed to view all rotations
Classroom is welcoming and print-rich		- READ 180 posters and word walls evident - Posted rituals and routines - Classroom theme
Materials and equipment are orderly and accessible to teacher and students		- Organizational system for student materials - Student library organized and Lexiled - System for keeping track of student work
All rotations are timed appropriately with smooth transitions		- Use of timer or clock - Evidence of transition routines
During conference with teacher: Evidence of teachers providing students with performance feedback and goal-setting		- SAM reports pulled regularly - System established for conferencing

TOTAL POINTS EARNED: _____

q Expert (10 points) q Practitioner (7-9 points) q Apprentice (4-6 points) q Novice (0-3 points)

Part II: Classroom-Level Fidelity Indicators

Whole-Group Instruction	Level of Proficiency	Positive Examples (Including, but not limited to)
Teacher using lesson plans from rBook, RDI, or other related materials that appropriately extend rBook lessons		- Evidence of use of rBook engagement routines - Use of sentence starters and other scaffolds - During checkpoints, non-rBook lesson extensions are tied thematically or by skill
Teacher actively involving all students in lesson		- Evidence of use of rBook engagement routines - Use of sentence starters and other scaffolds
Students incorporating scaffolded written responses to rBook lesson		- Written responses in rBook or notebook
Teacher and students using Anchor DVD at appropriate times		- Anchor DVD used at beginning of workshop - Anchor DVD used before each reading - Students complete viewing activities
Wrap-Up (last 10 minutes) is apparent and purposeful		- Time given for Wrap-Up - Possible activities include: assign homework, student recognition, read aloud, student presentations, etc.

TOTAL POINTS EARNED: _____

q Expert (10 points) q Practitioner (7-9 points) q Apprentice (4-6 points) q Novice (0-3 points)

Part II: Classroom-Level Fidelity Indicators

Small-Group Instruction	Level of Proficiency	Positive Examples (Including, but not limited to)
Teacher using lesson plans from rBook, RDI, or other related materials that appropriately extend rBook lessons		- Evidence of use of rBook engagement routines - Use of sentence starters and other scaffolds - During checkpoints, non-rBook lesson extensions are tied thematically or by skill
Teacher individually checks for understanding and provides feedback		- Immediate verbal feedback - Written responses in rBook or notebook
Students incorporating scaffolded written responses to rBook lesson		- Written responses use sentence starters or other scaffolds

	Positive Examples (Including, but not limited to)
Teacher stops at checkpoints and uses resources to differentiate instruction	- Student groupings are posted - Teacher gives different assignments to each group, based on need using RDIs - Teacher differentiates instruction for 1-5 days
During conference with teacher: Students grouped based on data and instructional needs	- Use of SAM data to group students
TOTAL POINTS EARNED: _____	□ Expert (10 points) □ Practitioner (7-9 points) □ Apprentice (4-6 points) □ Novice (0-3 points)

Part II: Classroom-Level Fidelity Indicators

Independent Reading Rotation	Level of Proficiency	Positive Examples (Including, but not limited to)
Students are choosing appropriate books based on their reading abilities and interests		- Students can state their Lexiled reading level - Students choose appropriately leveled books - Students articulate interest in book they are reading
Paperbacks and audiobooks are organized and accessible for student use		- Paperbacks organized by Lexile level - Classroom library poster posted
Students are actively engaged in reading silently or with accompanying audio		- Students in reading rotation all have books - Reading logs or reading journals - QuickWrites
Written methods of accountability are in place to track student reading		- Comprehension checks/Graphic Organizers - Student presentations - Quiz usage is evident
Students regularly using Reading Counts! quizzes		- Students describe RC! Quiz procedures - Students track RC! Quiz progress
During conference with teacher: Reading recognition and incentives in place		- Goal setting conferences with students - Tracking words, pages, or books read
TOTAL POINTS EARNED: _____		□ Expert (10 points) □ Practitioner (7-9 points) □ Apprentice (4-6 points) □ Novice (0-3 points)

Instructional Software Rotation	Level of Proficiency	Positive Examples (Including, but not limited to)
Students work on READ 180 software 20 minutes each day (or routinely within schedule)		- Students working on READ 180 software - Posted procedures and routines for software usage
Students are engaged in appropriate computer usage (READ 180, RC, SRI, or rSkills)		- Students begin work in Reading Zone - Students stay focused on software activities - As needed, students access other R180 software (Reading Counts, SRI, rSkills)
Teacher monitors on-task behavior		- Teacher redirects off-task behavior - No students accessing internet or non-READ 180 software - SAM shows evidence of regular use
During conference with teacher: Students receive teacher feedback on software progress		- Routines and procedures when student computer stops functioning
During conference with teacher: Alternate plans for when technology is unavailable		- Alternate student activities available when technology is unavailable - Alternate lesson plans developed for substitute
TOTAL POINTS EARNED: _____		□ Expert (10 points) □ Practitioner (7-9 points) □ Apprentice (4-6 points) □ Novice (0-3 points)

Part III: Data-Driven Instruction

Progress Monitoring through SAM	Level of Proficiency	Positive Examples (Including, but not limited to)
READ 180 Software: Overall and daily READ 180 Software usage is being monitored		- READ 180 usage reports are being viewed within recommended time periods - Average software sessions are consistent with time of year and across students - Average session length is between 16 – 19 minutes
READ 180 Software: READ 180 Software data is being used to diagnose student needs and differentiate instruction		- READ 180 data reports are being viewed within recommended time periods - Both class and student READ 180 reports are being utilized to make instructional decisions based on individual student needs - Vocabulary, comprehension, fluency, and spelling data
Scholastic Reading Inventory (SRI): SRI data is being used for student placement, instructional planning, and monitoring of student growth		- SRI reports are being viewed within recommended time periods - Majority of students (90% or more) are being tested at least 6 weeks apart - 50% or more have made gains in Lexile score
Scholastic Reading Counts!: Reading Counts! Data is being used to monitor and encourage student participation in independent reading		- Reading Counts! reports are being viewed within recommended time periods - Number of books read per student is appropriate for time of year - Average quiz scores and quiz success rates are 70% or higher - Students are reading books appropriate to their
rSkills Tests: rSkills Reports or other rBook comprehensive data is being used to drive differentiated instruction		- Evidence of rSkills test administered at appropriate times - Average test scores are 70% or higher for both test versions - Student rBook responses are used to make instructional decisions
TOTAL POINTS EARNED: _____		□ Expert (10 points) □ Practitioner (7-9 points) □ Apprentice (4-6 points) □ Novice (0-3 points)

6. Copy of student/parent/teacher policy handbooks

Handbooks are not a part of Scholastic programs. Welcome letters are provided for families which describe the programs. Teacher guides contain information, as appropriate, which may include the following: selecting students for the programs, instruction, practice, assessment administration, and/or scoring, teaching tips, differentiation, ELL support, etc.

Section 6.1, Part E

1. Provide a compendium of services offered and an accompanying cost structure.

The Scholastic Education Services catalog provides a compendium of services and accompanying cost structure for Implementation Services, Professional Development, Capacity Building Services, Technical Services, Data Services, and Consulting Services. Based on individual district and/or campus needs, Scholastic will work district leadership to develop a district-specific plan for services that includes a specific cost structure.

In addition to the SSIS services described in the Education Services catalog, the following Leadership Development Services are offered.

Scholastic Literacy Leadership Development Support Package
Price: $49,500.00

The SSIS Literacy Leadership Development Support Package is a full year program designed to help give school leadership teams the knowledge and skills they need for effective oversight and support of reading improvement initiatives, particularly those that are part of a comprehensive school improvement plans. Provided via a collaborative relationship between Scholastic and the International Center for Leadership in Education, this multi-month program includes:

- 2 days of upfront consultation to collaboratively develop/refine a comprehensive 3-year literacy plan (including alignment to Response to Intervention goals) for the school and to create a communication/alignment plan to ensure school-wide support for the literacy effort

- 3 full-day Literacy Forums space throughout the year to foster ongoing support of the effort, including

  - A Kick-off Forum
  - 2 additional forums meant to equip leaders with specific tools and strategies for effective program oversight
- 7 days of Executive Coaching for Leaders, spaced throughout the year and meant to provide a forum for review vs. plan goals and for one on one customized coaching based on specific needs.

- An End of Year School Wide Literacy Summit to provide a formal review of progress, a celebration of success, and a springboard to sustain momentum into the following school year.

Used in conjunction with in-classroom support for teachers and the other components of Scholastic's implementation support model (the Managing Achievement Protocol or MAP), this continuum of PD and coaching will result in:

- A stronger long-term plan for achieving literacy goals
- Higher fidelity of implementation of existing reading improvement efforts
- A plan to successfully engage the entire school in literacy reform efforts, including the content areas
- Long-term sustainability of literacy efforts due to stronger buy-in from school staff

All consultation, professional development, and coaching will be provided by Senior Consultants from the International Center for Leadership in Education (ICLE), all of whom are former school and district-level leaders with proven records of success in implementing literacy turnaround efforts The following sample scope of work can be customized based on the needs of the school leadership.

Sample Scope of Work

Month	Activity	Deliverable
July/August	**Collaborative Literacy Leadership Action Plan Development with Leadership Team** ▪ Build on existing review of current literacy data ▪ Identify literacy strengths and challenges ▪ Conduct collaborative goal setting focused on strengthening school-wide literacy ▪ Establish data-driven benchmarks for both process goals and student growth ▪ Clearly define roles and responsibilities for deliverables within the plan ▪ Develop communication plans to ensure efforts are aligned and all stakeholders are engaged	2 days with school leadership team to facilitate plan development
September	**Literacy Forum #1: Reading Improvement Initiative Kick-Off** ▪ Kick-off event for all school leaders ▪ Introduce vision and strategy to reach that vision ▪ Define expectations and supports for each member of the leadership team ▪ Review of data	1 day on-site
October	**Executive Coaching for Leaders** ▪ Review of plan and implementation of identified goals ▪ Focused support to ensure that school-based leadership team are applying appropriate data to their decision making ▪ Review of communication plans ▪ Troubleshoot challenges that have developed in implementation of the plan	2 days on-site
November	**Literacy Forum #2: Tools and Strategies to Support Reading Improvement Efforts** ▪ Review of data ▪ Focus on leading instruction for literacy in all content area classrooms ▪ Review of classroom observation protocols and specific strategies to engage all teaching in supporting literacy	1 day on-site
December	**Executive Coaching for Leaders** ▪ Review of plan and implementation of identified goals ▪ Review of current data ▪ Review of communication plans ▪ Establishment of mid-year corrections that may need to be implemented ▪ Troubleshooting challenges that have developed in implementation of the plan	1 day on-site

January	**Executive Coaching for Leaders** - Review of plan and implementation of identified goals - Review of current data - Review of communication plans - Focused support for addressing mid-year corrections identified in December - Continued troubleshooting of challenges that have developed in implementation of the plan	1 days on-site
February	**Literacy Forum #3: Tools and Strategies to Support Literacy Improvement Efforts** - Review of data - Focus on empowerment of teacher leaders to strengthen literacy instruction in every classroom - Providing teacher leaders with the tools and strategies needed to apply data to instructional decisions - Refinement of communication plans	1 day onsite
March	**Executive Coaching for Leaders** - Review of plan and implementation of identified goals - Review of current data - Review of communication plans - Review of status of mid-year corrections - Troubleshooting challenges that have developed in implementation of the plan	2 days onsite
April	**Executive Coaching for Leaders** - Comprehensive review of yearly progress towards goals in plan - Refinement of goals for years 2 and 3 based on year 1 implementation - Development of modified plan for years 2 and 3 - Planning for May event - Consultant will deliver year end summary of the project, progress towards goals and recommended next steps	1 days onsite
May	**School-wide Literacy Summit** - Celebration of school-wide success in improving literacy learning for all students - Review of intervention data for the year - Introduction of Year Two goals and supports	1 day onsite

2. *Provide a projected 3 year budget for a school (include a separate budget for every level you are applying to serve). The projected budget should detail the number of students and grades proposed for each of the three years, given the grade levels you choose to serve. Assume estimated per pupil funding will be $5000/student. Include a brief narrative. (No more than 2 pages please) that identifies how the per pupil funding will be used. Discuss how the core programs are supported by the proposed budget.*

RFP ED10-0039 SAMPLE Projected 3-Year Budget for Product and Services

Scholastic *READ 180* and *System 44*	Year 1 Cost	Year 2 Cost	Year 3 Cost	Ave. Cost per Year
Elementary School (2 classes, 140 students) Classroom Materials and Software for Grades 4 and 5	$97,450	$0	$0	$32,483
Student Consumable Materials for Grades 4 and 5	$0	$3,893	$3,893	$2,595
Implementation, Professional Development, Data Services	$77,687	$18,591	$11,795	$36,024
Technical Services and Installation	$5,450	$2,950	$2,950	$3,783
Elementary School Total	$180,587	$25,434	$18,638	$74,886
Middle School (3 classes, 210 students) Classroom Materials and Software for Grades 6, 7, 8	$146,175	$0	$0	$48,725
Student Consumable Materials for Grades 6, 7, 8	$0	$5,839	$5,839	$3,893
Implementation, Professional Development, Data Services	$90,681	$25,387	$15,193	$43,754
Technical Services and Installation	$5,450	$2,950	$2,950	$3,783
Middle School Total	$242,306	$34,176	$23,982	$100,155
High School (4 classes, 280 students) Classroom Materials and Software for Grades 9, 10, 11, 12	$194,900	$0	$0	$64,967
Student Consumable Materials for Grades 9, 10, 11, 12	$0	$7,786	$7,786	$5,191
Implementation, Professional Development, Data Services	$100,875	$32,183	$18,591	$50,550
Technical Services and Installation	$5,450	$2,950	$2,950	$3,783
High School Total	$301,225	$42,919	$29,327	$124,490

Three-Year Budget and Cost Summary*

*Pricing Assumptions for this Estimate

1. Each elementary school will serve 140 students in need of Intervention; middle schools will serve 210 students; high schools will serve 280 students.
2. Software licensing is perpetual (not subscription based) and student licenses can be used year after year with no additional access fees.
3. Upon actual price calculations (based on student enrollment and number of teachers), volume discounts may apply for materials and services.
4. Each school will have one teacher and one classroom per grade level.
5. Each school will 13 days of support through Scholastic's Literacy Leadership Development package in the first year ($49,500 bundle described in provided literature).
6. Each teacher will receive 3 days of implementation training (2 days initial, 1 day follow-up training). Each administrator will receive 1/2 day of Leadership Training.
7. Each teacher will receive in-classroom coaching visits for gradual release support including 6 days in year 1; 4 days in year 2, and 2 days in year 3.
8. Each school will receive Premium Product Maintenance and Support (renewed annually).
9. A field engineer will install software on one application server and up to 30 workstations at each school.
10. Data analysis will be conducted at the school level at mid-year and end-of-year.

Section 6.1, Part F

1. Provide an example of the comprehensive plan proposed for the school improvement project you discussed in the narrative.

Scholastic School Improvement Services (SSIS) brings together Scholastic Education and the International Center for Leadership in Education (ICLE) to offer a powerful combination of comprehensive literacy improvement and whole school reform. The result is school turnaround and transformation that is research-based, proven effective, and designed to last. For over 90 years, Scholastic's mission has been to make every student a better reader, learner, and citizen. For the last 10 years, Scholastic Education has partnered with over 1,500 districts of all sizes to enable scalable, sustainable literacy improvement for struggling low income, minority, special education, LEP, and low achieving students. Our approach is to impact the Five Key Levers™ proven to accelerate achievement.

1. **Comprehensive Literacy Improvement:** We will partner with all AZ LEAs to develop comprehensive plans for district-wide literacy, implementing a three-tiered delivery model that includes *READ 180*, the most thoroughly documented and proven effective program for low-achieving students; *Expert 21,* a comprehensive English Language Arts program that teaches the reading, writing, and thinking necessary for college, career, and life in the 21st Century, and *System 44,* a foundational reading program designed for the most challenged struggling readers in Grades 3-12.

2. **Effective Teaching:** We will develop a customized plan of professional development and job-embedded coaching to improve teaching quality.

3. **Leadership Development:** All leaders will be paired with a Turnaround Specialist, who has successfully turned around a failing school and provide ongoing support. Quadrant D™ leadership and job-embedded coaching give leaders the skills they need for success.

4. **Standards-Aligned Curriculum:** Curriculum Alignment Reviews (CARs) assess the alignment of a school's curriculum to the demands of the state test and of business leaders (as defined by the National Essential Skills Study) and recommend action steps.

5. **Culture and Community/Parent Engagement**: Proprietary WE Surveys™ assess beliefs and attitudes of all stakeholders in a school community and result in an improvement plan that includes peer support and information sharing.

We deliver our model via a process for change that is data-driven and proven effective:

Phase 1: Assess Needs & Build Consensus—Our School Improvement Managers (SIM) will partner with you to gather data and assess needs against the Five Key Levers™, deploying multiple proprietary tools for quantitative and qualitative data collection.

Phase 2: School Improvement Planning—We will design a customized program of professional development, job-embedded coaching, and tiered curriculum & intervention delivery designed to meet all identified priorities required for a school to reach its full potential.

Phase 3: Implementation—Your assigned SIM will partner with you to lead the implementation. The SIM will have access to a skilled cadre of over 300 coaches, practitioners and educational leaders upon which to draw. They will work with you to implement the tiered literacy curriculum, as well as to ensure fidelity to the school improvement plan.

Phase 4: Continuous Improvement and Program Evaluation—We will work with you to identify Key Performance Indicators (KPIs) for implementation success, and create dashboards, data, and reports to enable ongoing tracking and course correction over time.

For a charted calendar of a sample year 1 implementation, see pages 1-2.

TAB 3 – Attachment 6.2

OFFEROR'S ORGANIZATION
SOLICITATION No. ED10-0039

INSTRUCTIONS:

Offerors shall complete each item, using attachments where necessary. Attachments shall indicate the item number and heading being referenced as it appears below. Failure to make full and complete disclosure may result in the rejection of offers as unresponsive.

	YES	**NO**

1. Administrative Agent

    Is the Offeror acting as an administrative agent for any other agency,   [_____]   [_____]
    firm, or governmental agency? *(If YES, provide a description of the*
    relationship in both, legal and functional aspects.)

2. Civil Rights Compliance Data

    Has any Federal or State agency ever made a finding of noncom-   [_____]   [_____]
    pliance with any relevant civil rights requirements with respect to
    the Offeror's business activities? *(If YES, provide an explanation.)*

3. Prior Felony Conviction(s)

    Has the Offeror, its major stockholders with a controlling interest, or   [_____]   [_____]
    its officers been the subject of criminal investigations or prosecutions
    or convicted of a felony? *(If YES, provide an explanation.)*

4. Suspension or Exclusion from Federal or State Program(s)

    Has the Offeror ever been suspended or excluded from any Federal   [_____]   [_____]
    or State Government program for any reason? *(If YES, provide an*
    explanation.)

5. Does the Offeror have sufficient funds to meet obligations on time   [_____]   [_____]
    under the contract while awaiting payment from ADE? *(If NO, provide*
    an explanation.)

6. Have any licenses ever been denied, revoked or suspended or provision-   [_____]   [_____]
    ally issued within the past five (5) years? *(If YES, provide an explanation.)*

7. Has the Offeror or the Offeror's firm terminated any contracts, had any   [_____]   [_____]
    contracts terminated, or been involved in contract lawsuits? *(If YES,*
    provide an explanation.)

8. Does the Offeror, its staff, relatives, or voting members of the Board of   [_____]   [_____]
    Directors maintain any ownership's, employment's, public and private
    affiliations or relationships which may have substantial interest (as
    defined in A.R.S. 38-502, Conflict of Interest) in any contract, sale, pur-
    chase, or service involving ADE? *(If YES, provide a full explana-*
    tion of the situation.)

OFFEROR'S ORGANIZATION
SOLICITATION No. ED10-0039

9.   Phoenix area address and telephone number, if different than provided on the Offer and Award Form:

21860 Burbank Blvd., #110
_____
(Street Number)

Woodland Hills, CA 91367
_____
(City and State)   (Zip Code)

800.342.5331 / 818.610.7474
_____
(Telephone Number)   (Fax Number)

10.   Provide an overview of your firm that includes organizational structure, number and location of offices and the number of employees at each office location. Also indicate the extent and type of involvement of each office listed. Identify the office location from which a majority of the key personnel will be assigned to any resultant contract.

11.   If the Offeror's firm is a division or subsidiary of another firm, indicate below the name and address of the parent firm. Also include a description of the working relationship between the Offeror's firm and the parent firm. Specify what impact, if any, this relationship would have on the Offeror's firm's ability to meet the requirements for services described in this Solicitation.

Scholastic Inc.
_____
(Firm's Name)

557 Broadway
_____
(Street Number)

New York, NY   10012
_____
(City and State)   (Zip Code)

12.   <u>If other than a government agency</u>

A.   When was the Offeror's firm formed?   1955

B.   If the Offeror's firm is incorporated, provide a list of the names and addresses of the Board of Directors.

Richard Robinson - Scholastic Inc., 557 Broadway, New York, NY 10012
Maureen O'Connell - Scholastic Inc., 557 Broadway, New York, NY 10012
Andrew S. Hedden - Scholastic Inc., 557 Broadway, New York, NY 10012

Detailed responses to questions 7 and 10 per Form 6.3.

7. Has the Offeror or the Offeror's firm terminated any contracts, had any contracts terminated, or been involved in contractual lawsuits? ***(If YES, provide an explanation.)***

Scholastic Inc. has been involved in a small number of immaterial contractual lawsuits with regard to disputed matters in the past, the existence of such does not affect our ability to provide product and services under this agreement.

10. Overview of the firm that includes organizational structure, number and location of offices and the number of employees at each office locations. Indicate the extent and type of involvement of each office listed. Identify the office location from which a majority of the key personnel will be assigned to any resultant contract.

Scholastic Corporation (NASDAQ: SCHL) i s the world' s larg est publish er a nd distri butor of childre n's books an d a leade r in edu cational tech nology and child ren's media. Schol astic cre ates quality educational and entertaining materials and products for use in school and at home, including children's books, ma gazines, techno logy-based p roducts, tea cher m aterials, television p rogramming, film, videos and toys.

Scholastic distributes its products an d servi ces through a va riety of channe ls, inclu ding proprietary school-based book clubs and school-based book fairs, retail stores, schools, libraries, television networks and www.scholastic.com. Corporate headquarters are located at 557 Broadway, New York, NY 10012.

Scholastic categorizes its bu sinesses in four operating segments: Chil dren's bo ok publishing a nd distribution; educational publishing; media, licensing and advertising; and international.

- Children's Book Publishing and Distribution (49.4% of fiscal 2009 revenues) includes the publication and distribution of children's books in the United States through school-based book clubs and book fairs and the retail channel. Scholastic is the world's largest publisher and distributor of children's books and is the largest operator of school-based clubs and school-based book fairs in the United States. In fiscal year 2007, the company published or distributed approximately 400 million children's books in the United States.

- Educational Publishing (20.8% of fiscal 2009 revenues) includes the production and distribution to schools and libraries of educational technology products, curriculum materials, children's books, classroom magazines and print and online reference and non-fiction products for grades pre-K–12 in the United States. The company is a leading provider of educational technology products and reading materials for schools and libraries.

- Media, Licensing and Advertising (8.2% of fiscal 2009 revenues) includes the production and distribution of children's media and electronic products and programs — children's television programming, videos, DVDs, software, feature films, interactive and audio products, promotional activities and non-book merchandise.

- International (21.6% of fiscal 2009 revenues) includes the publication and distribution of products and services outside the United States by the company's international operations, and its exports and foreign rights businesses. Scholastic has operations in Canada, the U.K., Australia, New Zealand, Asia, Mexico, Argentina and Puerto Rico.

Educational Publishing Segment

Scholastic Educational Publishing includes the production and/or publication and distribution to schools and libraries of educational technology products, curriculum materials, children's books, classroom magazines, and print and online reference and non-fiction products for grades pre-K to 12 in the United States. There are three divisions: Scholastic Education; Scholastic Classroom and Library Group; Scholastic Classroom Magazines.

Scholastic Education Division

Margery W. Mayer serves as Executive Vice President and President, Scholastic Education. Scholastic Education offices are located at 557 Broadway, Ninth Floor, New York, NY 10012. Approximately 1,470 individuals are employed in the Education Division.

As a partner to America's public schools for almost 90 years, Scholastic is the most trusted name in learning with a brand that is synonymous with quality. Scholastic's Education division, a leader in the education marketplace, provides research-based technology programs, supplemental instructional materials and high-quality literature that support student achievement in grades pre-K through high school.

Grounded in the most current scientific research, Scholastic Education develops technology products and services that include intervention, instruction, assessment and data management and professional development. The division also includes Classroom Magazines, Classroom Books, Teaching Resources, Library Publishing and Tom Snyder Productions.

Duncan Young is Vice President, Education Services for Scholastic Education. In this role, Duncan leads the implementation and professional services areas of Scholastic Education, overseeing a team that offers project management, training, coaching, advisory, and post-sales support for Scholastic's technology solutions, helping to ensure that the programs are implemented effectively and achieve results for the struggling readers they serve. Young is involved in planning the Arizona project in a lead role with our partner, the International Center for Leadership in Education (ICLE) and **Joe Shannon**, Deputy Chief Academic Officer.

Regional Offices

Scholastic Education professionals also work from three regional offices: West, Central, and East.

WEST	CENTRAL	EAST
Warner Gateway 21860 Burbank Boulevard Suite 110 Woodlawn Hills, CA	300 Madsen Drive Suite 102 Bloomingdale, IL 60108	2270 Springlake Road Suite 600 Farmers Branch, TX 75234
(800) 342-5331 (818) 610-7272 (818) 610-7474 FAX	(800) 225-4625 (630)523-5138 (630) 671-0654 FAX	(800) 221-5312 (214) 414-3040 (888)662-9455 FAX
Serving Alaska, **Arizona**, California, Colorado, Hawaii, Idaho, Montana, Nevada¸ Oregon, Utah, Washington, and Wyoming.	Serving Arkansas, Indiana, Illinois, Iowa, Kansas, Kentucky, Louisiana, Michigan, Minnesota, Mississippi, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, Texas, and Wisconsin	Serving Alabama, Connecticut, Delaware, District of Columbia¸ Florida¸ Georgia, Maine, Maryland, Massachusetts, New Hampshire, New York, North Carolina, Pennsylvania, Rhode island, South Carolina¸ Tennessee, Vermont, Virginia, and West Virginia
Approximately, 338 individuals are employed through this office.	Approximately, 559 individuals are employed through this office.	Approximately, 573 individuals are employed through this office.

TAB 4 – Attachment 6.3

OFFEROR'S ORGANIZATION
SOLICITATION No. ED10-0039

INSTRUCTIONS:

Offerors shall complete each item, using attachments where necessary. Attachments shall indicate the item number and heading being referenced as it appears below. Failure to make full and complete disclosure may result in the rejection of offers as unresponsive.

		YES	**NO**
1.	Administrative Agent		
	Is the Offeror acting as an administrative agent for any other agency, firm, or governmental agency? *(If YES, provide a description of the relationship in both, legal and functional aspects.)*	[_____]	[_____]
2.	Civil Rights Compliance Data		
	Has any Federal or State agency ever made a finding of noncompliance with any relevant civil rights requirements with respect to the Offeror's business activities? *(If YES, provide an explanation.)*	[_____]	[_____]
3.	Prior Felony Conviction(s)		
	Has the Offeror, its major stockholders with a controlling interest, or its officers been the subject of criminal investigations or prosecutions or convicted of a felony? *(If YES, provide an explanation.)*	[_____]	[_____]
4.	Suspension or Exclusion from Federal or State Program(s)		
	Has the Offeror ever been suspended or excluded from any Federal or State Government program for any reason? *(If YES, provide an explanation.)*	[_____]	[_____]
5.	Does the Offeror have sufficient funds to meet obligations on time under the contract while awaiting payment from ADE? *(If NO, provide an explanation.)*	[_____]	[_____]
6.	Have any licenses ever been denied, revoked or suspended or provisionally issued within the past five (5) years? *(If YES, provide an explanation.)*	[_____]	[_____]
7.	Has the Offeror or the Offeror's firm terminated any contracts, had any contracts terminated, or been involved in contract lawsuits? *(If YES, provide an explanation.)*	[_____]	[_____]
8.	Does the Offeror, its staff, relatives, or voting members of the Board of Directors maintain any ownership's, employment's, public and private affiliations or relationships which may have substantial interest (as defined in A.R.S. 38-502, Conflict of Interest) in any contract, sale, purchase, or service involving ADE? *(If YES, provide a full explanation of the situation.)*	[_____]	[_____]

OFFEROR'S ORGANIZATION
SOLICITATION No. ED10-0039

9.   Phoenix area address and telephone number, if different than provided on the Offer and Award Form:

21860 Burbank Blvd., #110
(Street Number)

Woodland Hills, CA 91367
(City and State)   (Zip Code)

800.342.5331 / 818.610.7474
(Telephone Number)   (Fax Number)

10.   Provide an overview of your firm that includes organizational structure, number and location of offices and the number of employees at each office location. Also indicate the extent and type of involvement of each office listed. Identify the office location from which a majority of the key personnel will be assigned to any resultant contract.

11.   If the Offeror's firm is a division or subsidiary of another firm, indicate below the name and address of the parent firm. Also include a description of the working relationship between the Offeror's firm and the parent firm. Specify what impact, if any, this relationship would have on the Offeror's firm's ability to meet the requirements for services described in this Solicitation.

Scholastic Inc.
(Firm's Name)

557 Broadway
(Street Number)

New York, NY   10012
(City and State)   (Zip Code)

12.   If other than a government agency

A.   When was the Offeror's firm formed?   1955

B.   If the Offeror's firm is incorporated, provide a list of the names and addresses of the Board of Directors.

Richard Robinson - Scholastic Inc., 557 Broadway, New York, NY 10012
Maureen O'Connell - Scholastic Inc., 557 Broadway, New York, NY 10012
Andrew S. Hedden - Scholastic Inc., 557 Broadway, New York, NY 10012

Detailed responses to questions 7 and 10 per Form 6.3.

*7. Has the Offeror or the Offeror's firm terminated any contracts, had any contracts terminated, or been involved in contractual lawsuits? **(If YES, provide an explanation.)***

Scholastic Inc. has been involved in a small number of immaterial contractual lawsuits with regard to disputed matters in the past, the existence of such does not affect our ability to provide product and services under this agreement.

10. Overview of the firm that includes organizational structure, number and location of offices and the number of employees at each office locations. Indicate the extent and type of involvement of each office listed. Identify the office location from which a majority of the key personnel will be assigned to any resultant contract.

Scholastic Corporation (NASDAQ: SCHL) i s the world' s larg est publish er a nd distri butor of childre n's books an d a leade r in edu cational tech nology and child ren's media. Schol astic cre ates quality educational and entertaining materials and products for use in school and at home, including children's books, ma gazines, techno logy-based p roducts, tea cher m aterials, television p rogramming, film, videos and toys.

Scholastic distributes its products an d servi ces through a va riety of channe ls, inclu ding proprietary school-based book clubs and school-based book fairs, retail stores, schools, libraries, television networks and www.scholastic.com. Corporate headquarters are located at 557 Broadway, New York, NY 10012.

Scholastic categorizes its bu sinesses in four   operating segments: Chil dren's bo ok publishing a nd distribution; educational publishing; media, licensing and advertising; and international.

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- Educational Publishing (20.8% of fiscal 2009 revenues) includes the production and distribution to schools and libraries of educational technology products, curriculum materials, children's books, classroom magazines and print and online reference and non-fiction products for grades pre-K–12 in the United States. The company is a leading provider of educational technology products and reading materials for schools and libraries.

- Media, Licensing and Advertising (8.2% of fiscal 2009 revenues) includes the production and distribution of children's media and electronic products and programs — children's television programming, videos, DVDs, software, feature films, interactive and audio products, promotional activities and non-book merchandise.

- International (21.6% of fiscal 2009 revenues) includes the publication and distribution of products and services outside the United States by the company's international operations, and its exports and foreign rights businesses. Scholastic has operations in Canada, the U.K., Australia, New Zealand, Asia, Mexico, Argentina and Puerto Rico.

Educational Publishing Segment

Scholastic Educational Publishing includes the production and/or publication and distribution to schools and libraries of educational technology products, curriculum materials, children's books, classroom magazines, and print and online reference and non-fiction products for grades pre-K to 12 in the United States. There are three divisions: Scholastic Education; Scholastic Classroom and Library Group; Scholastic Classroom Magazines.

Scholastic Education Division

Margery W. Mayer serves as Executive Vice President and President, Scholastic Education**.** Scholastic Education offices are located at 557 Broadway, Ninth Floor, New York, NY 10012. Approximately 1,470 individuals are employed in the Education Division.

As a partner to America's public schools for almost 90 years, Scholastic is the most trusted name in learning with a brand that is synonymous with quality. Scholastic's Education division, a leader in the education marketplace, provides research-based technology programs, supplemental instructional materials and high-quality literature that support student achievement in grades pre-K through high school.

Grounded in the most current scientific research, Scholastic Education develops technology products and services that include intervention, instruction, assessment and data management and professional development. The division also includes Classroom Magazines, Classroom Books, Teaching Resources, Library Publishing and Tom Snyder Productions.

Duncan Young is Vice President, Education Services for Scholastic Education. In this role, Duncan leads the implementation and professional services areas of Scholastic Education, overseeing a team that offers project management, training, coaching, advisory, and post-sales support for Scholastic's technology solutions, helping to ensure that the programs are implemented effectively and achieve results for the struggling readers they serve. Young is involved in planning the Arizona project in a lead role with our partner, the International Center for Leadership in Education (ICLE) and **Joe Shannon**, Deputy Chief Academic Officer**.**

Regional Offices

Scholastic Education professionals also work from three regional offices: West, Central, and East.

WEST	CENTRAL	EAST
Warner Gateway 21860 Burbank Boulevard Suite 110 Woodlawn Hills, CA	300 Madsen Drive Suite 102 Bloomingdale, IL 60108	2270 Springlake Road Suite 600 Farmers Branch, TX 75234
(800) 342-5331 (818) 610-7272 (818) 610-7474 FAX	(800) 225-4625 (630)523-5138 (630) 671-0654 FAX	(800) 221-5312 (214) 414-3040 (888)662-9455 FAX
Serving Alaska, **Arizona**, California, Colorado, Hawaii, Idaho, Montana, Nevada¸ Oregon, Utah, Washington, and Wyoming.	Serving Arkansas, Indiana, Illinois, Iowa, Kansas, Kentucky, Louisiana, Michigan, Minnesota, Mississippi, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, Texas, and Wisconsin	Serving Alabama, Connecticut, Delaware, District of Columbia¸ Florida¸ Georgia, Maine, Maryland, Massachusetts, New Hampshire, New York, North Carolina, Pennsylvania, Rhode island, South Carolina¸ Tennessee, Vermont, Virginia, and West Virginia
Approximately, 338 individuals are employed through this office.	Approximately, 559 individuals are employed through this office.	Approximately, 573 individuals are employed through this office.

TAB 5 – Attachment 6.4

Attachment 6.4—Job Descriptions

<u>**The West Region**</u>

The following individuals will be actively involved in the Arizona project.

Duncan Young:

- Resume – attached per RFP requirements following Form 6.4.

- Current Job Description – Vice President, Education Services for Scholastic Education. In this role, Duncan leads the implementation and professional services areas of Scholastic Education, overseeing a team that offers project management, training, coaching, advisory, and post-sales support for Scholastic's technology solutions, helping to ensure that the programs are implemented effectively and achieve results for the struggling readers they serve.

- Proposed Position – Management / Vice President

Mark Moyer:

- Resume – attached per RFP requirements following Form 6.4.

- Current Job Description – Vice President, West Region. Moyer directs all business operations, field sales operations, and works directly with key district and school leaders to provide curriculum solutions, intervention treatment programs, and other supplemental materials. His involvement with this project will be primarily in development and oversight.

- Proposed Position – Management / Regional Vice President

Beth Crain:

- Resume – attached per RFP requirements following Form 6.4.

- Current Job Description – s the Regional Sales Director, West Region. As the Regional Director of the West Region, Beth Crain directs all business operations, field sales operations, and works directly with key district and school leaders to provide curriculum solutions, intervention treatment programs, and other supplemental materials. Crain's involvement with the project will be primarily in development and oversight.

- Proposed Position – Management / Regional Director

Gustavo Perez

- Resume – attached per RFP requirements following Form 6.4.

- Current Job Description – Account Executive, West Arizona. Perez works closely with district and school administrators in the purchase of Scholastic educational technology programs. His involvement in this project will be to provide direct information and assistance to district leaders and act as a conduit for communication between all team members.

- Proposed Position – Account Executive

Jan Hansen

- Resume – attached per RFP requirements following Form 6.4.

- Current Job Description – An extended resource of the Arizona Account Executive. Hansen, along with the Arizona Scholastic Team, works closely with district, school administrators and teachers in the purchase and implementation of Scholastic educational technology programs. Her involvement with this project will primarily be in a supportive role, as needed.

- Proposed Position – Account Representative

Tasia Velasquez

- Resume – attached per RFP requirements following Form 6.4.

- Current Job Description – Senior Implementation Manager, West Region. Velasquez works directly with key district personnel, school leaders, and teachers to provide implementation services for all of Scholastic's curriculum solutions, intervention treatment programs, and other supplemental materials. Her involvement with this project will primarily be in the collaboration and direction of implementation training and professional development resources, schedules, and content to ensure a successful program implementation.

- Proposed Position – Director of Implementation

Norma Lawrence

- Resume – attached per RFP requirements following Form 6.4.

- Current Job Description – Implementation Consultant, West Region. Lawrence works directly with key district personnel, school leaders, and teachers to provide implementation services for all of Scholastic's curriculum solutions, intervention treatment programs, and other supplemental materials. She will serve in this capacity in Arizona districts and schools.

- Proposed Position – Implementation Consultant

Leland Collins

- Resume – attached per RFP requirements following Form 6.4.

- Current Job Description – Field Technician Manager. Collins provides Onsite Technical Support for the *Read180*, System 44 and a suite of applications. Collins' involvement with this project will be in collaborating on deployment options, on-site assistance with installation, aggregation, training and support issues.

- Proposed Position – Field Technician Manager

OFFEROR'S PERSONNEL QUALIFICATIONS
SOLICITATION No. ED10-0039

INSTRUCTIONS:

Complete a separate resume, specifically addressing each of the items listed below, for each person who will be proposed to fill the required positions as listed below. If attachments are used, indicate the item number and heading being referenced as it appears below. Attach to each form, the person's resume, current job description, and position(s) for which the person is proposed.

1.   Name of Person.   Duncan Young

2.   Proposed position for contract service.   Management

3.   Position currently held in firm   [_____]   Owner/Partner
                                                [X   ]   Other   Vice President, Scholastic Education Services .

4.   Number of years with firm. Five years

5.   Number of years of consulting experience within the established labor category. Seven years

6.   Summarize the experience of the above-named person applicable to the work required by this solicitation:

        SCHOLASTIC, INC. New York, NY
        Vice President, Scholastic Education Services 2008-Present
        Lead professional services business for educational technology division of Scholastic. Includes a staff offering implementation, project management, training, e-learning, consulting, data analysis, and technical services.
        General Manager, Scholastic Digital Learning Solutions 2006-2008
        Oversaw all operations of Scholastic's online learning offerings for schools and public library patrons.
        Director of Strategy and Business Development, Scholastic Education 2005-2007
        Oversaw all strategic planning and partnership activities for Scholastic Education

        BAIN & COMPANY Boston, MA
        Case Team Leader, Consultant 2003-2005
        Worked as senior member of case teams to make businesses more valuable. Key responsibilities included management of junior case team members, conducting industry research and analysis, developing recommendations, and managing client relationships and project implementation

7.   Describe any related education and training (identify degree(s), certification(s), license(s), and professional affiliation(s).

        –   MBA, Concentrations in Marketing and Information: Strategy, Systems and Economics / University of Pennsylvania
        –   BS, Environmental Science and Engineering (Graduated with Honors) / University of North Carolina

8.   Specify any additional area(s) of _____ expertise.

        N/A

9.   Based on the area(s) of expertise specified in Paragraph 6, above, identify the primary function(s) of this person in terms of providing the services required by the solicitation.

        Mr. Young's involvement with this project will be primarily in development and oversight of project implementation.

10.   Indicate the percentage of time this person WILL be assigned to work under any contract resulting from this solicitation.

        Percentage of time will be dependent on a number of variables and cannot be determined at this time.

DUNCAN F. YOUNG

EDUCATION

THE WHARTON SCHOOL, University of Pennsylvania   Philadelphia, PA
MBA, Concentrations in Marketing and Information: Strategy, Systems and Economics   2002

UNIVERSITY OF NORTH CAROLINA   Chapel Hill, NC
BS (Public Health) in Environmental Science and Engineering with a Minor in Marine Science   1995
- Graduated with Distinction and Highest Honors. Cumulative GPA: 3.7/4.0.

EXPERIENCE

SCHOLASTIC, INC.   New York, NY
Vice President, Scholastic Education Services   2008-Present

Lead professional services business for educational technology division of Scholastic. Includes a staff offering implementation, project management, training, e-learning, consulting, data analysis, and technical services.

General Manager, Scholastic Digital Learning Solutions   2006-2008

Oversaw all operations of Scholastic's online learning offerings for schools and public library patrons.

Director of Strategy and Business Development, Scholastic Education   2005-2007

Oversaw all strategic planning and partnership activities for Scholastic Education

BAIN & COMPANY   Boston, MA
Case Team Leader, Consultant   2003-2005

Worked as senior member of case teams to make businesses more valuable. Key responsibilities included management of junior case team members, conducting industry research and analysis, developing recommendations, and managing client relationships and project implementation

UNITED STATES NAVY   Pearl Harbor, HI; Lemoore, CA
Lieutenant, Meteorology and Oceanography Officer   1995-2000

OFFEROR'S PERSONNEL QUALIFICATIONS
SOLICITATION No. ED10-0039

INSTRUCTIONS:

Complete a separate resume, specifically addressing each of the items listed below, for each person who will be proposed to fill the required positions as listed below. If attachments are used, indicate the item number and heading being referenced as it appears below. Attach to each form, the person's resume, current job description, and position(s) for which the person is proposed.

1.   Name of Person.   Mark Moyer

2.   Proposed position for contract service.   Management

3.   Position currently held in firm   [_____]   Owner/Partner
                                                 [X   ]   Other   Regional Vice President – West Region .

4.   Number of years with firm.   19 Years

5.   Number of years of consulting experience within the established labor category.   35 Years

6.   Summarize the experience of the above-named person applicable to the work required by this solicitation:

        As the Vice President of the West Region, Mark Moyer directs all business operations, field sales operations, and works directly with key district and school leaders to provide curriculum solutions, intervention treatment programs, and other supplemental materials. The West Region serves the states of Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming.

7.   Describe any related education and training (identify degree(s), certification(s), license(s), and professional affiliation(s).

        • Regional Director - McGraw Hill Publishing Company 1984 - 1991
        • Sales Representative; Regional Director - The Economy Company 1974 – 1984
        • Sales Representative - Laidlaw Brothers Publishing Company 1970 -1974
        • Teacher - Methacton School District   1967-1970
        • Elementary Degree Program - Bloomsburg State College 1963-1967

8.   Specify any additional area(s) of _____ expertise.

        With 35 years in educational instructional materials and technology publishing, Mr. Moyer joined Scholastic in November 1991. Mark Moyer has served as a Sales Representative, Regional Manager, and National Vice President of Sales for various publishing companies since 1974.

9.   Based on the area(s) of expertise specified in Paragraph 6, above, identify the primary function(s) of this person in terms of providing the services required by the solicitation.

        Mark Moyer's involvement with this project will be primarily in development and oversight.

10.   Indicate the percentage of time this person WILL be assigned to work under any contract resulting from this solicitation.

        Percentage of time will depend on the interest generated by the individual school districts location throughout the state.

Mark R. Moyer
Regional Vice President
Scholastic Inc.
21860 Burbank Blvd.
South Tower Suite # 110
Woodland Hills, California
mmoyer@scholastic.com

Scholastic Inc. Education Group   1991 – Present
Regional Vice President
Responsible for sales in twelve states in Western United States.
- 12 full time sales representatives
- 10 part time sales representatives
- 3 regional office staff
- 2 regional managers

McGraw Hill Publishing Company   1984 - 1991
Regional Director
Responsible for sales in the state of California
- 8 full time sales representatives
- 8 full time consultants
- 5 part-time sales representatives

The Economy Company   1974 – 1984
Sales Representative; Regional Director

Laidlaw Brothers Publishing Company   1970 -1974
Sales Representative

Methacton School District   1967-1970
Teacher

Bloomsburg State College   1963-1967
Elementary Degree Program

OFFEROR'S PERSONNEL QUALIFICATIONS
SOLICITATION No. ED10-0039

INSTRUCTIONS:

Complete a separate resume, specifically addressing each of the items listed below, for each person who will be proposed to fill the required positions as listed below. If attachments are used, indicate the item number and heading being referenced as it appears below. Attach to each form, the person's resume, current job description, and position(s) for which the person is proposed.

1.   Name of Person.   Beth Crain

2.   Proposed position for contract service.   Scholastic West Regional Director

3.   Position currently held in firm   [_____]   Owner/Partner
                                                 [X   ]   Other Regional Director.

4.   Number of years with firm. 3 years

5.   Number of years of consulting experience within the established labor category.

        13 years

6.   Summarize the experience of the above-named person applicable to the work required by this solicitation:

        As the Regional Director of the West Region, Beth Crain directs all business operations, field sales operations, and works directly with key district and school leaders to provide curriculum solutions, intervention treatment programs, and other supplemental materials. The West Region directed   by Crain includes Alaska, Washington, Oregon, Utah, Nevada, Montana, Arizona, Idaho, and Colorado
        With 13years in educational publishing, and 23 years in public education Beth Crain joined Scholastic in 2007 as the West Regional Director. Beth Crain's involvement with the project will be primarily in development and oversight.

7.   Describe any related education and training (identify degree(s), certification(s), license(s), and professional affiliation(s).

        Regional Director, Scholastic Inc., 2007-present
        Senior Consultant, Houghton Mifflin Publishers1997-2007
        Education Administration 1990-1997
        Reading Specialist, Reading Recovery Washington State Public Schools, Six Trait Writing Trainer 1975-1990

8.   Specify any additional area(s) of   Reading, Writing   expertise.

        Beth Crain has worked at the state level with 6 Trait writing workshops. In addition, Beth has worked and trained in Reading Recovery © strategies.

9.   Based on the area(s) of expertise specified in Paragraph 6, above, identify the primary function(s) of this person in terms of providing the services required by the solicitation.

        As the Regional Director of the West Region, Beth Crain directs all business operations, field sales operations, and works directly with key district and operates on a daily basis with the local Scholastic Account Executive.

10.   Indicate the percentage of time this person WILL be assigned to work under any contract resulting from this solicitation.

        Approximately 10% of the time

Elizabeth A. Crain

Education

Education Administration Credential K-12
City University 1995
Renton, Washington

M.A. Curriculum Development/Instruction
City University 1994
Bellevue, Washington

B.A. Education (Special Education/Education K-12)
Western Washington University   1975
Bellingham, Washington

Professional Employment

2007-present-	**Regional Director Scholastic Education**
2004-2007	**Houghton Mifflin Company**
	Senior Literacy Consultant
	Territory 10 States-Western Region
2001-2004	**Houghton Mifflin District Manager Western Region**
1998-2001	**Houghton Mifflin Regional Consultant**
1997	**Tacoma School District**
	Assistant Principal Elementary School
1996-1997	**South Kitsap School District, Port Orchard, WA**
	Head Teacher/District Language Arts Coordinator
1994-1996	**Language Arts Coordinator**
	Responsibilities include Facilitator
	of 50 member task force K-12
1992-1994	**Head Teacher/Reading Recovery**
	Responsibilities include Facilitator of Conflict
	Manager Program (70 members)- After School
	Problem Solving Sessions-STAR (Students Together
	Achieve Results) Team- Coordinator/Facilitator of
	Student Writing Assessment Team for Teachers and
	450 students- Reading Buddies all school reading
	program
1986-1992	**Primary Teacher**

North Beach School District, Ocean Shores, WA

1980-1986	Primary Teacher
1975-1980	Special Educator K-8
1970-1975	Nordstrom

Special Certificate Training

1996	Commission on Student Learning/Reading Cadre
1992 - 1995	**Reading Recovery Teacher**
	South Kitsap School District
1991	Analytical Writing Assessment Training
	Northwest Regional Educational Lab Portland, Oregon
1991	Basic Control Theory Training/ Dr. W. Glasser
	South Kitsap School District
1990	McCracken LiteracyTraining

Awards/Honors	2005	**Sales Award Consultant of the Year**
	2001	**Sales Award Consultant of the Year**
	1996	ASCD Presenter National Conference/Conflict Resolution
	1993-1994	SPI Washington State School Accreditation Team
		Mullenix Ridge School Accreditation Team
	1993-1994	Educator of Excellence
		South Kitsap School District
	1990	Reading Conference Presenter
		Notre Dame University
	1986	Teacher of the Year
		North Beach School District

Technology

Extensive Experience: Clarisworks, Microsoft Word, Writing Center **Multi-media :** Digital Chisel, Quick-Take Camera, Scanners **Building Technology Coordinator**

Grant Writing Team/	1995-1996	Goals 2000 Mentor School
Grants Awarded	1993-1995	Student Learning Improvement Grant
	1993-1994	Writing Assessment Pilot Program
	1992-1993	PEACE Program/Conflict Resolution
	1991-1992	Intervention Support Team

Additional Training/ Areas of Interest

Conflict Resolution School Wide Program
STAR Team (Student Mediation Program)
Problem Solving, Student Directed Sessions
Intervention Support Team, Staff Intervention
Teacher Trainer for Student Writing Assessment

Inservice Instructor

Student Portfolios
Authentic Assessment
Conflict Management
Curriculum Integration
Six Trait Writing Assessment

Professional Memberships

Association of Washington School Principals,

Council for Exceptional Children

Association for Supervision and Curriculum Development

Western Washington University Alumni Association

National Education Association

OFFEROR'S PERSONNEL QUALIFICATIONS
SOLICITATION No. ED10-0039

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1.   Name of Person.   Gustavo Pérez

2.   Proposed position for contract service.   Account Executive

3.   Position currently held in firm   [   ]   Owner/Partner
                                                 [X   ]   Other Account Executive

4.   Number of years with firm.   1 year, 3 months

5.   Number of years of consulting experience within the established labor category.   9 years

6.   Summarize the experience of the above-named person applicable to the work required by this solicitation:

        Responsible for working with major schools districts in positioning; maintaining and analyzing district's needs. Develop district contacts and cultivate relationships at all levels that enhance Scholastic's position which within designated accounts. Coordinate and participate in Scholastic activities related to the growth of sales. Evaluate trends and make recommendations regarding emerging markets and non-traditional sales opportunities. Work with several key editorial projects. Give feedback on product development and marketing strategies. Maintain broad knowledge of company products and their capabilities versus the strengths/weaknesses of competitive products. Work with team in planning sales strategies related to and across territory boundaries to grow and impact sales.

7.   Describe any related education and training (identify degree(s), certification(s), license(s), and professional affiliation(s).

        Bachelor of Arts – Stanford University, 2001

8.   Specify any additional area(s) of _____ expertise.

        Knowledgeable of Arizona State statutes, Board Rule, SEA-LEA relationship.

9.   Based on the area(s) of expertise specified in Paragraph 6, above, identify the primary function(s) of this person in terms of providing the services required by the solicitation.

        Sales and service related to Scholastic programs.

10.   Indicate the percentage of time this person WILL be assigned to work under any contract resulting from this solicitation.

        25%

GUSTAVO PÉREZ

1064 W. Aspen Avenue • Gilbert, Arizona 85233 • (650) 906-4650 • gperez19@gmail.com

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EDUCATION & CREDENTIALS

Bachelor of Arts Degree, International Relations, 2001 • Stanford University – Stanford, USA
> Concentration in US-Latin American business/economic relations.
> Coursework: Economics, Marketing, Public Policy, and Spanish.

Pontificia Universidad Católica de Chile, 2000 • Santiago, Chile
> Semester of coursework at Chilean university with goal of total immersion in a second language.

Management Leadership for Tomorrow, 2006 • New York, NY
> Six month program designed to provide professionals of color that plan to pursue an MBA with the skills, coaching, personalized career mapping, and relationships needed to realize career potential.

Hispanic Leadership Institute, 2008 • Phoenix, USA
> Sessions focus on business ethics, cultural and personal identity, leadership self-assessment, community issues, public and media relations skills, board/commission service, and meeting protocols among other topics.

PROFESSIONAL EXPERIENCE

ACCOUNT EXECUTIVE, 2009 – Present

SCHOLASTIC, INC – Phoenix, Arizona

Responsible for working with major schools districts in positioning; maintaining and analyzing district's needs. Develop district contacts and cultivate relationships at all levels that enhance Scholastic's position which within designated accounts. Coordinate and participate in Scholastic activities related to the growth of sales. Evaluate trends and make recommendations regarding emerging markets and non-traditional sales opportunities. Work with several key editorial projects. Give feedback on product development and marketing strategies. Maintain broad knowledge of company products and their capabilities versus the strengths/weaknesses of competitive products. Work with team in planning sales strategies related to and across territory boundaries to grow and impact sales.

EDUCATION PROGRAM SPECIALIST, 2007 – Present

ARIZONA DEPARTMENT OF EDUCATION – Phoenix, Arizona

Provide technical assistance in an area of educational specialty (Federal Title III, Arizona State Statute and State Board Rule) to administrators and teachers in local school districts (K-12), parents, college administrators, business, labor and industry, and other governmental agency personnel. Develop State plans to implement education programs which impact multiple disciplines or functional areas, such as, developing statewide curriculum programs or disbursing Federal funds to educate youth and adults under various Federal acts. Collect and analyze information, review educational journals and publications, and confer with other professionals in field.

Selected Contributions:

- ✓ Achieved 3.8 (4.0 scale) rating as a presenter.
- ✓ Trained over 500 persons over three months in state approved 20 hour course.
- ✓ Developed statewide online course on federal/state laws and classroom strategies as they pertain to limited English proficient students. Course delivered through Arizona State University and used for endorsement/certification.

…Continued…

Professional Experience Continued

EDUCATION MANAGER, 2006 – 2007
THE COLLEGE BOARD – San Jose, CA

Responsible for managing relationships with several accounts at the district level within California as well as at the state level with Arizona and Montana. Account management focus on marketing of programs, consultative sales and subsequent service for all College Board K-12 programs and professional development offerings. Tracked, projected, and reported revenue. Maintained communication with management to ensure sales/marketing activities aligned with business goals. Provided leadership and direction to education associates to guide and ensure congruence with goals/objectives.

Selected Contributions:

- ✓ Successfully maintained and increased partner/client base by designing and implementing strategic customer-retention projects.
- ✓ Doubled value of inherited portfolio to over $500K (new business) during tenure.
- ✓ Planned and led execution of direct-mail advertising campaign in Montana that doubled the value of revenue portfolio.
- ✓ Built largest portfolio of new professional development business within region by capitalizing on partnership marketing strategy.

MARKETING/OUTREACH MANAGER, 2004 – 2006
SOUTHWEST STUDENT SERVICES CORPORATION – Gilbert, Arizona

Responsible for communicating and expanding Southwest's brand recognition through outreach initiatives to parents, students, school counselors and other higher education professionals and organizations in the communities served by Southwest. A key area of focus was the large and growing Hispanic population by developing a variety of multi-cultural marketing communication resources and services. Developed and managed a wide range of marketing tools, including promotional materials, direct-mail pieces, and Web site content. Defined and evaluated product marketing collateral, programs, and analyses.

Selected Contribution:

- ✓ Developed Hispanic marketing campaign that proved effective in delivering overall message, including showcase promotional piece.
- ✓ Helped successfully develop and launch an entirely new sub-brand, *2Futuro*, that specifically targeted the Hispanic market.
- ✓ Established new partnerships with over 100 entities (schools, local/national organizations)

ADDITIONAL SKILLS

- Proficient in Windows environment (XP Home, XP Pro, Vista and Windows 7); Microsoft Office (especially Access, Excel, Outlook, PowerPoint and Word); Adobe Acrobat Professional; Internet Browsers (Internet Explorer, Firefox, and Opera).
- Point person for implementation of new technology at every organization (Video Conferencing; IP Telephony and other technologies).
- Formal training in public speaking and conducting presentations for groups of many sizes.
- Fully bilingual in Spanish and English (reading, speaking and writing).

OFFEROR'S PERSONNEL QUALIFICATIONS
SOLICITATION No. ED10-0039

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1.   Name of Person.   Jan Hansen

2.   Proposed position for contract service.

        Serve as an extended resource of the Arizona Account Executive and Scholastic Team.

        Work closely with the district, school administrators and teachers in the purchase and implementation of Scholastic educational programs.

3.   Position currently held in firm   [____]   Owner/Partner
                                                 [X   ]   Other   Account Representative .

4.   Number of years with firm. 6 years

5.   Number of years of consulting experience within the established labor category. 6 years

6.   Summarize the experience of the above-named person applicable to the work required by this solicitation:

        Jan will serve as a resource to the district, administrators and teachers in the purchase and implementation of Scholastic educational programs. Jan has 20+ years of classroom teaching experience, tutoring, curriculum development, in-classroom coaching and staff development training. Jan has worked as a Scholastic Sales Representative, Multi-Service Representative and Account Representative for the past 6 years.

7.   Describe any related education and training (identify degree(s), certification(s), license(s), and professional affiliation(s). BA Elementary

        Education, K-8 Teacher Certification , Staff Development training from the Flowing Wells Staff Development Institute.

8.   Specify any additional area(s) of _____ expertise.

        N/A

9.   Based on the area(s) of expertise specified in Paragraph 6, above, identify the primary function(s) of this person in terms of providing the services required by the solicitation.

        Work with the district, school administrators and teachers in the purchase and implementation of Scholastic educational programs.

10.   Indicate the percentage of time this person WILL be assigned to work under any contract resulting from this solicitation.

        25%

Jan Hansen

630 W. Calle Dadivoso
Tucson, Arizona 85704
520-297-3906 (home office)   520-979-4004 (cellular)

Professional Experience

2005 - Present: Scholastic Sales Representative
  Responsibilities Include:
  - Serve as an extended resource of the Arizona Account Executive and Arizona Scholastic Team
  - Work closely with Arizona districts, school administrators and teachers in the purchase and implementation of Scholastic educational programs.

2006 - 2007: Far West Region SSR of the Year Award

2004 - 2005: Scholastic Per Diem Consultant
  Responsibilities Included:
  - Contacting districts regarding Arizona Reads Grant
  - Enrolling teachers in Scholastic RED

2003 – 2005: Staff Development Consultant, Flowing Wells Schools (Tucson, AZ)
  Responsibilities Included:
  - Professional Development Training
  - In-Classroom Coaching for Kindergarten Extended Day Program

1997 – 2003: Christian School Education (Volunteer)
  Responsibilities Included:
  - Teacher Training for volunteer staff
  - Writing curriculum for Vacation Bible School, Sunday School, and Children's programs (Birth – 6th grade)

1982 – 1997: Flowing Wells Schools (Tucson, AZ)
  Responsibilities Included:
  - 2nd Grade Teacher
  - Kindergarten Teacher

1981-1982: Substitute Teacher and Private Tutor
  Responsibilities Included:
  - Substituting in Flowing Wells Elementary Schools (Tucson, AZ)
  - Math, Reading and Phonics Instruction and Tutoring

1980-1982: First Southern Christian School (Tucson, AZ) – School Board Member

1979 - 1982: Amphi Christian School (Tucson, AZ)

Responsibilities Included:
- Kindergarten Teacher
- First Grade Teacher

1971 – 1979: Private Tutoring
Responsibilities Included:
- Math, Reading and Phonics Instruction and Tutoring

1968 – 1971: Plainview (Texas) Public Schools
Responsibilities Included:
- First Grade Teacher

Education
Wayland Baptist University, Plainview, Texas
Bachelor of Arts in Elementary Education, 1968

OFFEROR'S PERSONNEL QUALIFICATIONS
SOLICITATION No. ED10-0039

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1.   Name of Person.   Tasia Velasquez

2.   Proposed position for contract service.   Implementation Director

3.   Position currently held in firm   [_____]   Owner/Partner
                                                 [X   ]   Other   Director of Implementation, West Region   .

4.   Number of years with firm. 11 Years

5.   Number of years of consulting experience within the established labor category. 11 Years

6.   Summarize the experience of the above-named person applicable to the work required by this solicitation:

Ms. Velasquez's experience and expertise in the field of education dates back over 30 years. Her teaching experience and experience with professional development include working with teachers and administrators at all levels in the area for improving literacy initiatives.
  • Successfully support district leadership with planning, creating and monitoring a comprehensive plan for successful literacy implementation.
  • Currently responsible for the quality and expertise of 40 literacy and math consultants that service 11 states in the western region
  • Provide trainings to K-12 teachers on Differentiated Instruction and Vocabulary
  • Provide intensive trainings for 4-12 teachers on Motivating and Engaging students struggling with literacy and math skills.
  • Support and professional development provider for region's literacy coaches, which includes site and district support visits to meet individual coaching needs.
  • Provide on-site support and professional development in large and small school districts implementing new Scholastic reading and math programs including intensive reading intervention.

7.   Describe any related education and training (identify degree(s), certification(s), license(s), and professional affiliation(s).

        −   1962: Associate Arts Degree / Los Angeles City College
        −   1966: Bachelor of Arts Degree / California State University
        −   1968: Masters Degree, California State University
        −   1998: Reading Specialist Certification / California Department of Education
        −   Member of LA CECIR Panel / California State University-Northridge

8.   Specify any additional area(s) of _____ expertise.

        None

9.   Based on the area(s) of expertise specified in Paragraph 6, above, identify the primary function(s) of this person in terms of providing the services required by the solicitation.

        Ms. Velasquez's involvement with this project will be in project implementation.

10.   Indicate the percentage of time this person WILL be assigned to work under any contract resulting from this solicitation. 10%

Tasia Velasquez

Experience

2006-Present   Scholastic, Inc

Director of Implementation, West Region

As Director of Implementation for Scholastic, Inc. I am responsible for developing operational processes and personnel to support the implementation of all Scholastic Education programs, with specific attention focused on System 44, *READ 180* and other technology products. I manage the West's regional service team and have extensive, daily interaction our Implementation Consultants. Among the many responsibilities are…

- Work directly with district leaders to insure smooth and effective implementation
- Develop and track trainings, site visits, and service delivery
- Train, monitor, and mentor and coach all consultants delivering services.
- Deliver and model Leadership Training.
- Present and support districts with implementation services, classroom support and instructional strategies and methodology.
- Gather data and information for district presentations

1999-2006

Scholastic Reading Specialist

- Planned, prepared and delivered customized in-services, workshops, professional development, keynote presentations for teachers and administrators at   the regional and national level as well as local, state and national conferences. Topics include but not limited to; Assessment, Elementary and Secondary Literacy, Effective Teaching Strategies, Reading Comprehension, Brain Research, Reading Intervention k-12, and Early Childhood. I have presented and facilitated at conferences including: CRA, NAEYC, NABE, IRA, CATE, Head Start, Even Start, West Coast Literacy, Ca Kindergarten, CABE

- Prepared and developed **customized in-service and workshops** for teachers, administrators and parents for successful implementation of Scholastic products such as; READ 180, Read XL, Sprint, Building Language for Literacy, Summer School Program, Scholastic Phonic Reading Program, Reading Starts with Us, Guided Reading, Transitions, Literacy Place/Solares, K-6, Scholastic Early Childhood Program, RED, Reading Counts, Scholastic Reading Inventory. All workshops that I conduct include additional guidance to help teachers better understand literacy strategies, research, alignment to state standards, assessment that drives instruction and classroom management.

- Successfully executed, **customized sales presentations** featuring various Scholastic products in particular READ 180

- Member Read 180 Ad Hoc committee

- Co-Developed and wrote modules for National Read 180 Training manual

- Developed Read 180 Training modules for California State Intervention Adoption

- Work closely with READ 180 customers by providing support meetings and

> overseeing successful implementation which generates additional sales revenue

- Assist in setting up READ 180 classroom demonstration sites where potential customers come to observe the instructional model
- Assist at Scholastic's Intervention Conventions by conducting the READ 180 classroom.

Experience

1994-1998   Los Angeles County Office of Education

Professional Experience

- Teacher Leader, California Reading and Literature Project, Prek-12
- California Early Literacy Leader, Co-coordinator Teacher Trainer, Prek-5
- Regional Reading Specialist to implement CA State Reading Initiate, Los Angeles County Office of Education
- Member LA CECIR panel, California State University, Northridge

1994-2000   California State Department of Education

- California State Department of Education approved trainer, Reading Initiative, AB 1086 Grades K-3 / 4-8
- California State Scorer, Reading Instruction Curriculum Assessment (RICA)
- Comprehensive Reading Leadership Trainer, AB 3482
- Member California Reading Academy
- Empanelled, California State Department of Education IREP, Language Arts Adoption, 1996.

1977-1998   Burbank Unified School District , Burbank, CA

Professional Experience

- Classroom Teacher, K-6
- Burbank Mentor Teacher
- Curriculum Specialist, K-6
- Title 1, Early Literacy Intervention Teacher
- Early Childhood/Literacy Teacher Trainer/ Instructor/ Coach, Prek-12.
- Co-founder, 1998 California School Board Association Golden Bell Award winning, *Bringing Early Literacy to Life!* District wide teacher training program.
- Early Literacy Coordinator for Professional Development

1966-1968   Los Angeles Unified School District, Los Angeles, CA

Professional Experience

- Classroom Teacher Grades 1,2,3

1968-1977   Active Community and Parent/Teacher Leader

- School Board Member, Burbank Unified School District
- Member and Officer, Parent Teacher Association
- Member and Officer, National Charity League
- Member and Officer, La Providencia Guild, Children's Hospital

Education

1960-1962	Los Angeles City College, Associates Arts Degree
1964-1966	California State University, Los Angeles, Bachelor of Arts Degree
1966-1968	California State University, Los Angeles, Masters Degree, Education
	General Elementary Education, K-8 Life Credential
1996-1998	Reading Specialist Certification, Los Angeles County Office
	Education, California Department Education

OFFEROR'S PERSONNEL QUALIFICATIONS
SOLICITATION No. ED10-0039

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1.   Name of Person.   Norma Lawrence

2.   Proposed position for contract service.   Implementation Consultant

3.   Position currently held in firm   [_____]   Owner/Partner
                                                [x   ]   Other Implementation Consultant .

4.   Number of years with firm. One year

5.   Number of years of consulting experience within the established labor category. Five years consulting, 28 in education

6.   Summarize the experience of the above-named person applicable to the work required by this solicitation:

        2009-2010: Provided professional development training and classroom support for Scholastic clients
        Prepared and presented professional development sessions in READ180, System 44, LBook and Expert 21.
        Provided ongoing support in the form of cadres and seminars. Modeled best practices using Scholastic products.

        2007-2009: Provided professional development and consultation services for classroom implementation of Promethean, Microsoft 2007, SMART (interactive whiteboard), Apple (project based learning), PLATO Assisted school personnel in developing site technology plans. Assisted educators in integrating technology into the curriculum to improve classroom effectiveness.

        2006-2007: Technology support and curriculum enhancement for improving student engagement within the classroom (Discovery, United Streaming, TEKS, TAKS, Microsoft) Worked with curriculum specialist to integrate technology into the various classrooms throughout the district.

        2005-2006: Consultant for READ180 and other middle school teachers. Professional development training on enhancing classroom dynamics

7.   Describe any related education and training (identify degree(s), certification(s), license(s), and professional affiliation(s).

        Certification in Arizona, Nevada, Oregon, Florida, Texas and California.
        Ed. Specialist degree in Educational Leadership
        Masters of Science degree: Curriculum and Instruction; Reading Specialist,
        Undergraduate degree: General Education (emphasis in Science and Special Education)

8.   Specify any additional area(s) of _____ expertise.

        Integration of technology into the classroom. Strong presentation skills. Strong coaching/modeling best practicing.

9.   Based on the area(s) of expertise specified in Paragraph 6, above, identify the primary function(s) of this person in terms of providing the services required by the solicitation.

        Strong presenter. Organized, dynamic
        Based on classroom experience, I can model lessons and incorporate technology into the curriculum.

10.   Indicate the percentage of time this person WILL be assigned to work under any contract resulting from this solicitation.

        90%

2825 S PORTIA AVE. TUSCON, AZ 85730
• E-MAIL AEROPERFORMANCE@GMAIL.COM

NORMA LAWRENCE

QUALIFICATIONS

Education:

- Educational Specialist Degree Awarded in Administration/Leadership

- Masters Degree Awarded in Curriculum and Instruction

- Bachelors of Science Awarded in Elementary Education

Credentials Held:

- Texas: Principal: Superintendent: Reading Specialist: Generalist

- Nevada: Professional Special: K-12 Administrator; Reading, Science (K-12)

- Arizona: Standard Elementary Education; Reading Specialist (K-12)

- Oregon: Standard Elementary, Basic Reading (K-12)

- Florida: Professional Certificate; Reading, Science (K-12)

- California: Administrative Services Credential

CLASSROOM EXPERIENCE HIGHLIGHTS

- Educator for 30 years (K-12) ; "Highly qualified" middle school Science educator (10 years); Reading Specialist (10 years)

- Classroom instructor: grades K-12: Reading, Science, Math, Special Education, and Health at the middle school; and Science, English, and Reading at the High School. Experience includes a wide variety of school districts from small towns to large, urban inner-city districts.

- Science Representative for Las Vegas, Nevada; responsible for reorganizing science benchmarks, creating test questions, aligning curriculum to state and national standards, incorporating core subjects, and providing training for science teachers.

- Chairperson: Middle School Science: responsible for inventory, ordering supplies, and budget; correlating test data to school and department goals; scheduling grade level meetings; providing time for teachers to exchange ideas, work on projects/test/lessons planning; reviewing science instruction materials and recommending materials that were appropriate for accelerated, basic and remedial instruction.

- Vertical Integration Task Force Representative; responsible for aligning science

curriculum to achieve a consistent flow from middle school to high school.

- "Jason Project" coordinator at site level; responsible for providing classroom teachers with lessons and laboratory experiments, preparing and organizing reports, coordinating the scheduling of the event, and acquiring buses.

- Math/Science Connections coordinator: 6-9 grade levels: Focus on AIMS materials, instructed colleagues in AIMS innovative teaching techniques.

- Implemented a Power Point and Lab based science curriculum that was instrumental in raising the 8th grade science scores from 8th to 2nd in the district.

- Coordinated, implemented, and supervised a science field trip for 140 students that combined physic principles with student observation and report writing.

- Mentored science teachers and modeled well-structured science lessons.

- Assisted vice-principal with disaggregating of test data and assisted in implementing improvement strategies in middle school science.

- Responsible for organizing and implementing Science Fair.

- Chairperson: Mathematics: Served on committee to align Bend School District mathematics curriculum to state and national standards.

- Curriculum chairperson: Social Studies.

- Wrote successful grant for special education mathematics program.

- Chairperson: Special Education Eligibility team for high school students.

- High School Special Education department head/Special Education legal advisor.

- Case manager for Middle School Special Education.

- Rural special education facilitator.

- Designed special discipline program for middle school, inner city, at-risk students.

- Assertive discipline training.

- District facilitator on committee to align district writing curriculum to state and national standards.

- South Florida middle school representative; responsible for developing and matching district reading goals to grade level.

- South Florida Administrative representative; responsible for developing and matching district curriculum and instructional goals to Florida state standards.

- Chairperson: eighth grade promotion; responsibilities included organizing and implementing promotion activities and eighth grade promotion dance.

- Advisor: eighth grade class; middle school student council.

Administration: Middle School

- Involved in all aspects of student supervision.

- Completed documentation for assigning students in-house suspension, dean's detention, and suspension.

- Complied data for referral packet in compliance with school district policies.

- Complied data for opportunity school referral in compliance with procedural processes and district policies.

- Completed necessary documentation involving student arrest and/or police citations.

- Supervised, trained, and advised campus personnel; dean secretary, in-house suspension personnel, and campus monitors.

- Site administrator for campus security; responsible for coordinating and training security personnel and city police officers.

- Initiated school handbook to facilitate school wide progressive discipline in compliance with school district policies.

- Used the district computer to track truancies and verify attendance.

- Supervised, advised, and assisted certified staff members in curriculum and classroom management.

- Implemented interventions (e.g. behavior contracts, peace agreements, bus contracts, attendance checks).

- Conducted student conferences, required parent conferences, parent-student-teacher conferences, and parent-student-administrative conferences.

- Site administrator in charge of student transportation, bus schedules, and field trips.

- Athletic director; responsible for tracking student achievement and eligibility; inventory and budget; and assisting the coaches in complying with school district policy.

- Administrator in charge of public relations: school newsletter, open house, awards ceremonies, student recognition, and liaison between school and local news agencies.

- Site administrator for school wide "career day."

- Coordinated school wide student assemblies.

- Served on pupil personnel services panel.

- Assisted in the opening of a new junior high school: site advisor for proper operation and integration of technical systems to include high level school monitoring systems.

Reading Supervisor:

- Prepared and presented professional development sessions for improving instructional techniques, new approaches to teaching, and differentiated instruction to meet the needs of a variety of students.

- Provided and modeled well-structured reading lessons. (Including Read 180 program)

- Observed teachers and conducted follow-up coach-teacher conferences to discuss intervention strategies, grouping for instruction, lesson planning, and skill lessons.

- Participated in ongoing training to keep abreast of innovative programs, reading theory, research, and instructional practices.

- Administered and coordinated school wide student assessments in reading.

- Compiled and entered student assessment data into data management systems.

- Analyzed student data and generated reports for teachers, administrators and district personnel.

- Assisted teachers in understanding and using testing data/reports to differentiate instruction and create lessons that would support student achievement.

- Designed a school-wide reward system to recognize student achievement.

- Literacy department chairperson responsible for improving instructional techniques in all subject areas.

Curriculum Specialist for Integration of Technology

- Works with district curriculum administrators in the development and implementation of district curriculum, focusing on using technology to improve student learning

- Assists principals and teachers with using technology to improve classroom effectiveness.

- Collaborates with district personnel to fully implement and utilize curriculum applications.

- Assists in planning, coordinating, and delivery of district technology programs, including A+ and Open Book software.

- Coordinates technology services to meet student needs.

- Works with curriculum specialists to integrate technology in the district curriculum.

- Assists with coordinating campus and district efforts to improve instruction for each child.

- Gathers and analyzes data for areas of assignment.

- Serves as a resource in the development and implementation of district curriculum and technology integration with curriculum.
- Coordinates integration of instructional applications.

- TUSD Central Contact Person for Read 180: including training teachers and overseeing the program
- TUSD Central Contact Person for PLATO: including training teachers and overseeing the program
- Assisted school personnel in developing site technology plans.
- Prepared and presented professional development sessions in Galileo.
- Assisted with TUSD leadership training: Galileo, Promethean.
- Assisted TUSD educators integrate technology into the curriculum to improve classroom effectiveness.

AWARDS/SPECIAL ACCOMPLISHMENTS:

- Who's Who Among American Teachers
  - 1997 & 2003
- Presenter at Promethean Summit and Usergroup
  - 2008
- Presenter at Arizona Southern Counselor Association
  - 2008
- As the district coordinator for Read 180 & PLATO I conducted a series of informational training sessions for assistant superintendents and principals.

OFFEROR'S PERSONNEL QUALIFICATIONS
SOLICITATION No. ED10-0039

INSTRUCTIONS:

Complete a separate resume, specifically addressing each of the items listed below, for each person who will be proposed to fill the required positions as listed below. If attachments are used, indicate the item number and heading being referenced as it appears below. Attach to each form, the person's resume, current job description, and position(s) for which the person is proposed.

1. Name of Person.   Leland Collins

2. Proposed position for contract service.   Onsite technical support

3. Position currently held in firm   [＿＿]   Owner/Partner
                                            [X]   Other   Field Technician Manager .

4. Number of years with firm. Two years.

5. Number of years of consulting experience within the established labor category. Seven years.

6. Summarize the experience of the above-named person applicable to the work required by this solicitation:

    Mr. Collins has served as a technology manager for more than seven years with Scholastic Inc., Ohio State University and ClientLogic Corporation.

7. Describe any related education and training (identify degree(s), certification(s), license(s), and professional affiliation(s).

    – Bachelor of Arts Degree / Ohio State University
    – Specialty Training in computer hardware and software installation, operation, application, troubleshooting and maintenance / Ohio State University
    – Dell Certified Desktop Hardware and Software Troubleshooting and Repair / ClientLogic Corporation
    – Dell Certified Portable Hardware and Software Troubleshooting and Repair / ClientLogic Corporation
    – Earthlink Certified Technical Support Specialist / ClientLogic Corporation

8. Specify any additional area(s) of ＿＿＿＿＿＿＿ expertise.

    None

9. Based on the area(s) of expertise specified in Paragraph 6, above, identify the primary function(s) of this person in terms of providing the services required by the solicitation.

    Mr. Collins primary involvement with this project will be to serve as the Field Technician Manager. To provide Onsite Technical Support for the *Read180*, System 44 and a suite of applications. Collins' involvement with this project will be in collaborating on deployment options, on-site assistance with installation, aggregation, training and support issues.

10. Indicate the percentage of time this person WILL be assigned to work under any contract resulting from this solicitation. 90%

Presentation
of
Qualifications

LELAND
"LEE"
COLLINS
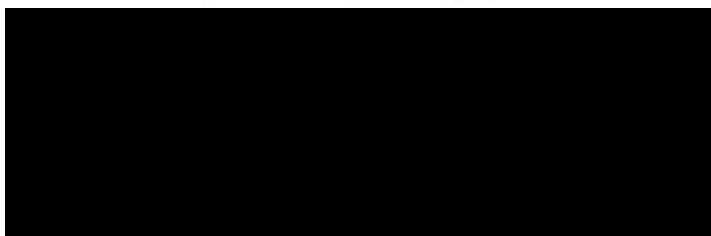
PROFESSIONAL OBJECTIVE

To pursue a career utilizing my **Customer Service, Technical & Administrative** *skills to benefit mutual success.*

SUMMARY OF QUALIFICATIONS

- *Over 7 years in positions requiring excellent* **COMMUNICATION, TECHNICAL & ORGANIZATIONAL** *abilities.*

- *Proven* **PUBLIC & CUSTOMER RELATIONS** *skills:*

    - *Assessing, Evaluating & Resolving Potential Problem Areas*
    - *Interacting Professionally With Persons On All Levels Of Operation*
    - *Projecting* Positive Company Image
    - *Dedicated To* Excellence & Customer Satisfaction

- *Accomplished* **ORGANIZATIONAL & LEADERSHIP** *skills:*

    - *Ordering, Purchasing & Inventory Control*
    - *Training & Overseeing New Personnel*
    - *Creating Accurate Documentation & Reports*
    - Working Well Under Pressure *Of Multi-Tasks & Deadlines*

- *Computer Proficient with extensive expertise in* **INFORMATION TECHNOLOGY, HARDWARE & APPLICATION:**

    - *IBM & MacIntosh Computers*
    - *Hardware & Software Installation & Troubleshooting*
    - *Internet Website Maintenance*
    - *User Training*
    - *Software Applications: All Windows Operating Systems, Microsoft Word, Excel, PowerPoint, Wordperfect, Lotus, PageMaker, HTML, Sybase, Action-Remedy, PeopleSoft, Human Resources Management, UNIX based applications.*

EDUCATION / SPECIALTY TRAINING

Ohio State University, Columbus, Ohio
BACHELOR OF ARTS DEGREE
Major: History

Specialty Training:

Ohio State University, Columbus, Ohio
-Computer Hardware and Software Installation, Operation, Application, Troubleshooting & Maintenance
-Ordering, Purchasing & Inventory Control
-Emergency, Safety & Security Procedures
-Equal Opportunity/Sexual Harassment Awareness
-Diversity & Americans With Disabilities Act Training

ClientLogic Corporation, Las Vegas, Nevada
- *Dell Certified Desktop Hardware and Software Troubleshooting and Repair*
- *Dell Certified Portable Hardware and Software Troubleshooting and Repair*
- *Earthlink Certified Technical Support Specialist*
- *Customer Relations*

PROFESSIONAL EXPERIENCE

10/95 – 8/01   **OHIO STATE UNIVERSITY,** *Office of Information Technology*
       Columbus, Ohio
       LEAD SYSTEMS SUPPORT SPECIALIST

Responsible for the procurement, production, distribution and troubleshooting of systems and over 150 site-licensed software Applications in support of all departments, staff, alumni, and over 80,000 students at one of "world's largest universities":

- *Researched and selected appropriate computer systems and distribution vendors.*
- *Ordered, Purchased, assembled, installed, and troubleshot computer software and hardware.*
- *Training students and new staff members in hardware and software operation.*
- *Handled Customer Service Desk, interacting heavily with department heads, faculty, alumni, staff and students to asses needs, provide customer support, and ensure satisfaction.*
- *Utilized Windows and MacIntosh systems to generate Customer Job Orders, Activity/Incident reports, e-mails, letters and memos, as well a maintain a university website.*
- *Recommended hiring/firing, trained, scheduled, assigned job duties and supervised 6 student helpers.*
- *Position required ability to work well under pressure of multiple tasks, heavy workloads and strict deadlines.*

Accomplishments:

- ❖ *Helped rewrite Department's Policy & Procedures Manual.*
- ❖ *Consistently maintained Excellent Job Performance Evalutaions, Attendance and Safety Records.*
- ❖ *Received Numerous "Thank You Letters" from staff member and "Letter of Recommendation" from Department Supervisor.*

9/01 – Current   **CLIENTLOGIC CORPORATION,** *Dell Computer Corporation*
       Las Vegas, Nevada
       LEVEL TWO TECHNICIAN

Responsible for handling all Customer Service and Technical Support issues for corporate Dell and Earthlink customers.

- *Provided customers with full Hardware and Operating System support.*

- Diagnosis and repair of all hardware and Windows Operating system related issues.
- Coaching and instruction of new employees.
- Served as a "Floater" to handle agent issues and help diagnose difficult issues.
- Excellent performance ratings in all areas of duty.

LANGUAGES: Conversational Spanish

AFFILIATIONS: Salvation Army, Columbus, Ohio: Past Volunteer (5 Years)

INTERESTS: Current Events, Politics, Religions, History, Geography, Sports & Travel

NOTE:
- Bondable
- Certifications: CPR, Basic First Aid, Diving, A+, Dell Desktop and Portables Full Hardware and Software

REFERENCES: Professional and personal references available upon request.

TAB 6 – Attachment 6.5

OFFEROR'S FINANCIAL DISCLOSURE
SOLICITAITON No. ED10-0039

INSTRUCTIONS

Complete each item, using attachments where necessary. If attachments are used, indicate the item number and question being referenced as it appears below.

		<u>YES</u>	<u>NO</u>
1.	Are the Offeror's accounting records maintained in accordance with Generally Accepted Accounting Principles (GAAP)?	[X]	[_____]
2.	Does the Offeror have an accounting manual?	[X]	[_____]
3	Does the Offeror's firm prepare a public annual financial statement? *(If YES, provide a copy of the MOST RECENT annual financial statement with proposal.)*	[X]	[_____]
4.	Does the Offeror's firm have interim financial statements prepared? *(If YES, specify how often.)* Quarterly	[X]	[_____]
5.	Is the Offeror's firm audited by an independent auditor? *(If YES, answer A thru D below.)*	[X]	[_____]

A.   How often are audits conducted?   Annually

B.   Name of firm conditioning the audits: Ernst & Young

C.   Provide a copy of the Offeror's most recent audit report and corresponding financial statements. Include reports of Internal Control and Compliance with Federal/Local regulations, if applicable.

D.	Does the Offeror's firm have any uncorrected audit exceptions?	[_____]	[X]
6.	Does the Offeror's have a formal basis to allocate indirect costs to this Contract? *(If YES, submit a copy of the allocation plan with proposal.)*	[_____]	[X]
7.	Are there any suits, judgments, tax deficiencies, or claims pending against the Offeror's firm? *(If YES, answer A and B below.)*	[_____]	[X]

A.   What is the dollar amount? $_____

B.   In which state(s)?   _____

8.	Has the Offeror's firm ever gone through bankruptcy?	[_____]	[X]

ATTACHMENT 6.5

OFFEROR'S FINANCIAL DISCLOSURE
SOLICITATION No. ED10-0039

3. Does the Offeror's firm prepare a public annual financial statement? **(If YES, provide a copy of the MOST RECENT annual financial statement with proposal.)**

The financial statements for Scholastic can be found within this tab, entitled *2008/2009 Annual Report.*

5. C. Provide a copy of the Offeror's most recent audit report and corresponding financial statements. Include reports of Internal Control and Compliance with Federal/Local regulations, if applicable.

The audit report and corresponding financial statements for Scholastic can be found within this tab, entitled *2008/2009 Annual Report.*

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    Financial statement deleted.
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Scholastic Inc.

TAB 7 – Attachment 6.6

- NOT APPLICABLE -   - NOT APPLICABLE -

ARIZONA DEPARTMENT OF ADMINISTRATION
RISK MANAGEMENT SECTION
1818 WEST ADAMS
PHOENIX, ARIZONA 85007
FAX 542-1982

SOLE PROPRIETOR WAIVER

NOTE: THIS FORM APPLIES <u>ONLY</u> TO STATE OF ARIZONA AGENCIES, BOARDS, COMMISSIONS AND UNIVERSITIES UTILIZING SOLE PROPRIETORS WITH NO EMPLOYEES. IF YOU ARE CONTRACTING WITH A CORPORATION, LIMITED LIABILITY COMPANY, PARTNERSHIP OR SOLE PROPRIETORS WITH EMPLOYEES, THIS FORM DOES NOT APPLY.

The following is a written waiver under the compulsory Workers' Compensation laws of the State of Arizona, A.R.S. **§**23-901 (et. seq.), and specifically, A.R.S. **§**23-961(L), that provides that a Sole Proprietor may waive his/her rights to Workers' Compensation coverage and benefits.

I am a sole proprietor and I am doing business as _____ (name of Sole Proprietors Business). I am performing work as an independent contractor for the State of Arizona, _____ _____, for Workers' Compensation purposes, and therefore, I am not entitled to Workers' Compensation benefits from the State of Arizona, _____.

I understand that if I have any employees working for me, I must maintain Workers' Compensation insurance on them.

Name of Sole Proprietor: _____

Social Security Number: _____Telephone #:_____

Street Address/P.O. Box: _____

City: _____ State: _____ Zip Code: _____
Signature of
Sole Proprietor: Date:

Agency: <u>Arizona Department of Education</u>_____ Agency #:____455_____

Signature of Agency
Contract Administrator: Date:

<u>Both signatures must be signed and the completed form submitted to the State of Arizona, Department of Administration, Risk Management Section, Insurance Unit, 1818 W. Adams, Phoenix, Az 85007.</u> An authorized Risk Management Representative will sign and return to the agency to be maintained in their records.

_____
Signature of Risk Management Authorized Signer   Date

TAB 8 – Attachment 6.7

TAB 9 – Attachment 6.8

ATTACHMENT 6.8

OFFEROR'S CHECKLIST
SOLICITATION No. ED10-0039

Instructions: Offerors must submit the items listed below. In the column titled "Offeror's Page #", the Offeror must enter the appropriate page number(s) from its Proposal where the ADE evaluators may find the Offeror's response to that requirement.

Required Item	Solicitation Reference:	Offeror's Proposal Page #:
1. Offer and Award Form Signed	Page 1	
2. Contract Administration	Section 2. ¶¶ 19.A & 19.B	
3. Offeror's Response to Request for Proposal	Attachment 6.1	
4. Offeror's References	Attachment 6.2	
5. Offeror's Organization	Attachment 6.3	
6. Offeror's Personnel Qualifications	Attachment 6.4	
7. Offeror's Financial Disclosure	Attachment 6.5	
8. Sole Proprietor Certificate Waiver (if necessary)	Attachment 6.6	
9. State of Arizona Substitute W-9 Form	Attachment 6.7	
10. Offeror's Checklist	Attachment 6.8	

Additional RFP information/responses have been inserted into the proposal as follows:
- Elements 1 - 6: TAB 1 - Pages 1-8
- Exceptions: Page 2 - Front of Binder
- Amendment Acknowledgment #1: Page 5 - Front of Binder
- Amendment Acknowledgment #2: Page 6 - Front of Binder